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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of May 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: U.S. Government files a proposal to split up Microsoft, terrorism source shifts from Middle East to South Asia, Lockerbie bombing trial begins, 30th anniversary of the Kent State University shootings, and the "ILOVEYOU" computer virus strikes worldwide (May 1-5); U.N. peacekeepers held hostage by rebel forces in Sierra Leone, investigators trace "ILOVEYOU" computer virus to an apartment in Manila, citizens evacuate to Freetown as rebel forces retreat in Sierra Leone, U.S. Court of Appeals hears the Elian Gonzalez case, and what began as a controlled fire rages uncontrolled in New Mexico (May 8-12); Mothers rally in Washington, D.C. to push for tougher gun control laws, Sierra Leone's RUF rebels release 139 U.N. hostages, Israel and Palestine pursue peace negotiations, rebel leader Foday Sankoh is captured in Sierra Leone, and the space shuttle Atlantis is poised to begin its voyage to the International Space Station (May 15-19); the future of U.S.-China trade, simulation exercises help U.S. authorities determine how to handle a terrorist attack, Israeli troops withdraw from their "security zone" on the Lebanese border, the U.S. House of Representatives approves Permanent Normal Trade Relations with China, and Lebanese declare a national holiday as Israeli troops withdraw from their county (May 22-26); Peru's President Fujimori declares victory in a race some say was fraudulent, and President Clinton begins a weeklong trip to Europe (May 30-31). (AEF)

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ED 442 456

CNN Newsroom Classroom Guides
May 2000

By Turner Learning, Inc.

M. Stevens

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CNN NEWSROOM Guide

May 1, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:40...02:15

Top Story ... 03:05...05:20
The U.S. Government files a proposal to split up Microsoft.

In the Headlines ... 02:15...07:35
President Clinton declares AIDS a national security threat.

DAILY DESK ... 00:35...08:10

Environment Desk ... 02:10...10:20
Former hunting guides earn a living by giving eco-tours in search of wolves.

WORLDVIEW ... 00:45...11:05

Inside Asia ... 02:45...13:50
Hong Kong is becoming one of the most polluted cities in Asia.

Wild Kingdom ... 02:45...16:35
The black market trade is threatening the existence of the Sumatran tiger.

Around the World ... 02:45...19:20
The Sydney Harbor Bridge tour is Australia's latest tourist attraction.

Turner Website Information ... 00:45...20:05
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:45...20:50

Viviendo en America, Part I ... 06:50...27:40
Young Hispanic-Americans balance their parents' culture with their newidentities.

CNN NEWSROOM CLOSE ... 00:20... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

- **TODAY'S NEWS**

Top Story: Microsoft Breakup

1. Summarize the case of U.S. vs. Microsoft. What action didthe U.S. Justice Department and several U.S. states recently purpose?How might the proposed action impact Microsoft, Bill Gates and Microsoftshareholders? Why might it take many years before the case is resolved?
2. What is a monopoly? What is capitalism? Why do monopolies run counterto the capitalist economic system? What has the U.S. government done to prevent companies from having complete market power over a product?
3. Refer groups of students to multimedia resources to research theSherman Antitrust Act of 1890 and the subsequent measures that gave the U.S. federal government legal ammunition in its war against monopolies. Have students identify the historical context in which theact and these measures were written, and whether they continue to be relevant.
4. Instruct students to research the reasons for the proposed breakup of Microsoft and how the breakup would affect the company. Afterstudents present their findings, have them identify why corporations(like Exxon and Mobil) merge and consolidate. Then have studentsdiscuss why splitting up a company, such as Microsoft, is bad forbusiness in a free market economy.
5. Do students agree or disagree with the decision in U.S. v. Microsoft?Have them work in small groups to research both sides of this caseand share their findings. Challenge each student to use what he/she has learned to write a paper that expresses his/her views.

LINKS:
http://www.cnn.com/2000/US/04/24/bc.justice.microsoft.ap/
http://cnn.com/SPECIALS/1997/microsoft/
http://cnn.com/cnnfn/2000/04/03/technology/microsoft_report/

In the Headlines: AIDS Threat

1. What is AIDS? How many people have died from AIDS since 1980? Whatpercentage of these deaths occurred in Sub-Saharan Africa? How hasAIDS affected the life span of individuals in many countries?
2. Why has President Clinton declared AIDS a national securitythreat? What is the National Security Council? Inform students that "President Clinton's advisers in the National Security Council will lead a review of U.S. policy to fight AIDS and look at the disease'seffect on international stability." Then as a class, have students identify what constitutes a threat to international stability. Ask:How do you think President Clinton's decision could impact the U.S. and the international community?
3. Why do some experts believe that the rising infection rates of AIDS inplaces like the former Soviet Union, Eastern Europe and India are potentially destabilizing? Instruct students to research theimpact of the AIDS epidemic, and the political and economic statusof these countries/regions. Have students present their findings and discuss whether or not these countries/regions pose a threat to thesecurity of the U.S. and the global community.
4. "AIDS was first conclusively identified in the U.S. in 1981, when 189cases were reported to the Centers for Disease Control. Within a decadethe disease had spread to virtually all populated areas of the world." Refer students to the websites below to learn more about the origin andhistory of the AIDS epidemic. Then have students interview a person over the age of 35 to learn how he/she first reacted to the news ofAIDS, how AIDS has influenced his/her generation, and if the U.S.government should spend an additional $127 million tofight AIDS overseas. Have students share their findings and discuss.

LINKS:
http://cnn.com/2000/US/04/30/aids.threat.03/index.html
http://cnn.com/HEALTH/AIDS/
http://www.hivatis.org/
http://www.unaids.org/wac/1999/index.html
http://www.whitehouse.gov/WH/EOP/NSC/html/nschome.html

EDITOR'S NOTE:
monopolistic
software application
Internet Explorer
antitrust
AIDS
National Security Council
security threat
Africa

DAILY DESK

Environment Desk: Wolf Eco-Tours

1. What is Travis Bullock's former profession? What does he do now? Whom does he hold accountable for forcing this change? How did he come up with the idea for his new business? How successful is his new business compared with his previous one?

2. To what do wildlife experts attribute the elk and deer population decline? At what level do you think the wolves are in their food chain? At what level would you place human hunters in the food chain? In the absence of predators, what do you think happened to the deer and elk populations? Which members of the deer and elk populations are both the hunters and wolves likely to remove first? How does this affect the relative health of the elk and deer populations overall?

3. The resolution to the hunters vs. wolves issue is still being debated. A draft policy to address the issue was created by the Idaho Department of Fish and Game. On May 3, 2000, there will be a public hearing on the policy. Have your students review the policy (see the first Internet site below) and do the following:
    1. Form groups of 3 – 4 students.
    2. Have one person in each group read a paragraph of the policy aloud and then, as a group, discuss its meaning.
    3. Direct each student within the group to write a one-sentence summary of the paragraph.
    4. Keep progressing through the policy until the entire policy has been read.
    5. When each group has finished reading and writing, have the members of each group review the sentences and discuss among themselves how they feel about the policy.

    Have groups share their findings and discuss whether or not students agree with how the policy addresses wolves. If not, have students propose their own additions to bring the policy more in line with their own opinions.

LINKS:
http://www.state.id.us/fishgame/predraft.htm
http://www.wolftracker.com/
http://www.nwf.org/nwf/wolves/wolf_ruling.html
http://www.wolfcenter.org/

EDITOR'S NOTE:
ecotours
wolves

- elk
  deer
  hunting

WORLDVIEW

Inside Asia: Hong Kong Pollution

1. Where is Hong Kong located? What factors are causing Hong Kong's airpollution problem? How is air pollution affecting the health of Hong Kong's citizens? What is Hong Kong's government doing to address this problem? How might the pollution problem affect Hong Kong'seconomy?

2. Is the environment a priority with China's government? Have students conduct research to learn more about pollution in China and thegovernment's response to it. Share student findings in class discussion. Discuss what students think the government should do to address the problems caused by pollution and what might prompt authorities to take action.

3. Generate a class discussion about the health consequences of airpollution. Have students work in groups to consult online resourcesand medical professionals to learn more about the health dangersassociated with polluted air. Have groups share their findings. If countries do not take action to reduce air pollution, what diseasesand problems are we likely to see more of in the coming years?

LINKS:
http://www.dieselnet.com/news/9811hk.html
http://ss5.inet-osaka.or.jp/~jianyuan/reporter.html
http://www.jp.kids-commons.net/vc96/vc-13/health.htm
http://www.igc.org/wri/wr-98-99/airpoll.htm

Wild Kingdom: Tiger Trade Toll

1. Where does the Sumatran tiger live? Why is the Sumatran tiger indanger of becoming extinct? In which countries is the tiger tradeflourishing? How many Sumatran tigers have been slaughteredin the last two years? How many wild tigers roamed the earth 100 years ago? How many tigers remain?

2. What is the "black market"? Why is it so difficult to control theblack market for tiger products? What is it that the black market wants from Sumatran tigers? Why do you think local tiger protection laws areineffective? Consider economic, cultural and politicalfactors in your answer.

3. Help your students learn more about the efforts that are underway tosave tigers and other animal species from extinction. Have small groups of students investigate some of these initiatives and present their information. What efforts are competing with the interests ofillegal trades, such as the tiger trade seen in this video? How arethey faring against the black market? Which programs do students think might have the best chances at success? Why?

   EXTENSION: Have each group choose one effort aimed at preserving aspecies and prepare a script for a CNN report on that program, using thisvideo report as their guide. If possible, have groups video tape theirreports and show them to the class.

LINKS:
http://www.worldwildlife.org/species/species.cfm?sectionid=120&newspaperid=21
http://www.5tigers.org/allabout.htm
http://www.amnh.org/Exhibition/Expedition/Endangered/index.html

- **Around the World: Harbor Bridge Tour**

1. Where is the Sydney Harbor Bridge located? When was it built? What sightscan be viewed from the bridge? Why is the bridge tour considered "a playground forthrill seekers"? If you were to visit Sydney, Australia, would you want to take the Sydney Harbor Bridge tour? Why or why not?
2. Do you think tourism is important to a region's economy and infrastructure?Why or why not? Support your opinion with fact.
3. What event is being held in Sydney, Australia this year? Refer your studentsto online resources, including the links below, to learn more about Sydney and its surrounding areas, and what the city is doing to prepare for the Olympic Games. Have students make lists of the attractions featured in the downtown area. Ask them to develop guidebooks using photos, information, and maps. Invite individual students to give "virtual tours" of Sydney andthe surrounding areas, using the guidebooks. After the presentations,have students discuss the benefits and drawbacks of hosting the OlympicGames. Ask: Do you think hosting the Olympic Games will be good for Sydney? Why or why not?

LINKS:
http://www.cnn.com/WORLD/asiapcf/9810/03/fringe/sydney.bridge/index.html
http://www.sydney.com.au/
http://www.sydney.com.au/harbour.htm
http://www.sydney2000.com/
http://headlines.yahoo.com/Full_Coverage/AUNZ/2000_Sydney_Olympics/

EDITOR'S NOTE:
black market
air pollution
tigers
extinction
Sydney Harbor Bridge
Olympic Games

NEWS CHRONICLE

Viviendo en America, Part I

1. In what year are Hispanic-Americans expected to surpassAfrican-Americans as the largest minority group in the U.S.? Whatnationalities are represented by the four teenagers profiled inthis segment? Why do you think Felice does not want to be called "Hispanic," even though the other teens accept that label? Where was Rodrigo born? Does he feel like a minority? Explain.
2. According to Felice and Cristina, what is it that binds Hispanics together? What role does family play in their culture? Would you be comfortable with this kind of family togetherness? Why/why not?
3. What reactions do the teens offer to all the media attention on Hispanics? Do they consider Ricky Martin a role model? Explain. Who are their role models? Why do they admire these individuals? While they are thankful for their Hispanic heritage, why are these teens also happy that times have changed?
4. If you have any Hispanic-American students in your class, ask them to relate some of their family traditions and practices, or share some of their families' favorite foods with the class. Generate a class discussion about the common threads among different cultural practices that involves the family, such as eating together, observing holidays, etc.

5. Challenge each student in your class to locate and interview one individual of any age whose parent(s) emigrated to the U.S. from another country. Have the student ask his/her subject to explain the experience of living in two cultures, that of the "old country" and that of the U.S. What resistance did that person encounter to holding onto his/her cultural identity? What resistance did he/she encounter as he/she tried to establish an American identity? Share student interviews in class. Refer back to the video where Maria says "I was born in Miami, but I consider myself Hispanic." How have sons and daughters of other cultural backgrounds and generations found themselves in positions similar to Maria's?

LINKS:
http://www.latino.com/
http://www.neta.com/~1stbooks/hero.htm
http://www.census.gov/population/www/socdemo/hispanic.html
http://www.nclr.org/about/nclrfaq.html
http://rinconassoc.com/top30.html

EDITOR'S NOTE:
Hispanic-American
Miami
culture
minority group

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CNN NEWSROOM Guide

May 2, 2000

Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at http://turnerlearning.com/newsroom/enroll.html.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:30...02:05

Top Story ... 03:10...05:15
The major source of terrorism against the U.S. has shifted from the Middle East to South Asia.

DAILY DESK ... 00:30...05:45

Health Desk ... 03:05...08:50
Some hospitals are allowing family members in their emergency rooms to observe the resuscitation of a loved one.

WORLDVIEW ... 00:30...09:20

Political Front ... 03:25...12:45
Authorities try to stop the smuggling of illegal Chinese immigrants.

Inside Europe ... 05:05...17:50
A disabled Spanish athlete is eager to compete in the 2000 Paralympics.

NEWS CHRONICLE ... 00:35...18:25

Special Series ... 07:00...25:25
Economic opportunity draws many Hispanics to the U.S.

Democracy in America ... 01:50...27:15
High school student Keshara Poland is running for mayor.

Look Ahead ... 00:20...27:35
May 3: Kent State Webcast
May 4: Kent State 30 Years Later

CNN NEWSROOM CLOSE ... 00:25... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Terrorism Report

1. According to the U.S. State Department, how has terrorism against the U.S. changed? What are some examples of privately sponsored terrorism? How does privately sponsored terrorism differ from state sponsored terrorism? What types of challenges do non-state terrorist networks pose for the U.S. government?
2. Refer students to the third website below to learn more about the patterns of global terrorism. Why is the U.S. State Department concerned about terrorism in Pakistan and Afghanistan? Why do you think the U.S. has become a primary target for terrorists? Have students identify examples of anti-American terrorist acts. What forms of terrorism do you think pose the greatest threat to the U.S? Are you concerned about terrorism? Why or why not?
3. The Terrorism Research Center states that, "Terrorism is a crime, consisting of an intentional act of political violence to create an atmosphere of fear...It is by this generated fear that the terrorist hopes to motivate the public, group or government to make changes whereby the goals of the terrorist might be realized." Share this quote with your class. Then refer students back to the video and the websites below to prepare a list of different terrorist groups. Group students. Have each group prepare a presentation about one of the terrorist groups, including: Its political objectives, its use of terrorism and whether or not its tactics have been effective. Following the presentations have students suggest alternative tactics that these groups might have used.
4. According to the U.S. Information Agency, Cuba, Iran, Iraq, Libya, North Korea and Sudan are the six governments that the U.S. Secretary of State has designated as state sponsors of international terrorism. Divide your class into six groups to investigate how and why these nations support international terrorism. The U.S. is attempting to pressure these states to cease their support of international terrorism by applying a broad range of sanctions. Have each group identify the types of sanctions that are being placed against the country and present its findings. Following the presentations, discuss whether or not students think the sanctions will be effective. If not, what else can be done to compel these nations to stop supporting international terrorism? Then, have students consider whether or not the U.S. government should place Pakistan and Afghanistan on this list.

LINKS:
http://cnn.com/2000/US/05/01/terrorism.report.02/index.html
http://cnn.com/2000/US/05/01/terror5_1.a.tm/
http://www.us-israel.org/jsource/Terrorism/terror_report_orgs.html
http://usinfo.state.gov/topical/pol/terror/
http://www.terrorism.com/default.asp
http://www.odci.gov/cia/publications/factbook/pk.html
http://www.odci.gov/cia/publications/factbook/af.html
http://www.fbi.gov/

EDITOR'S NOTE:
state sponsored terrorism
epicenter
Afghanistan
sanctions

DAILY DESK

Health Desk: Family in the Emergency Room

1. What are more hospitals allowing family members to observe the resuscitation of a loved one? Do you think family members have a right to be present during this type of patient care? Why or why not? According to the video, what are some of the benefits and drawbacks of being present with a

loved one during his/her final moments before death?

2. Share the following quote to your class: "In most Western settings, children grow up protected from death. In other parts of the world, the young are exposed to death quite early through war and starvation. Even in the West, exposure varies. Persons living in inner cities...may have an awareness of death vastly different from that of most suburbanites." Then ask: Have you experienced a death of someone close to you? If so, how were you affected by this person's death? What do you think happens to us when we die? Do you fear death? Why or why not? Do you think dying people have distinct emotional needs? Explain. How might someone convey care and concern to a dying patient?

3. Invite an emergency room physician to speak to your class about what it is like to work in an emergency room and to be present during the resuscitation of a patient. Ask the presenter to talk about the benefits and drawbacks of having family members present in the emergency room during the resuscitation of a patient. After the presentation, ask students: Would you want to be present while medical personnel attempted to resuscitate someone you love? If you were dying do you think you would want your loved ones present during your final moments?

LINKS:
http://www.trinity.edu/~mkearl/death-6.html#fu
http://iul.com/raindrop/
http://www.smartlink.net/~tag/index.html
http://ncemi.org/

EDITOR'S NOTE:
resuscitation
SIDS
death

WORLDVIEW

Political Front: China Illegals

1. How many Chinese immigrants are thought to leave China every year? What is the "pull factor"? Why are many Chinese willing to brave immense obstacles to enter the U.S.? Who offers the new immigrants sympathy and help? What jobs do the new immigrants fill? What are the U.S. and Chinese governments doing to stop the smuggling of Chinese immigrants?

2. What personal risks do you think Chinese immigrants assume when they try to get smuggled into the U.S.? What happens to the Chinese illegal immigrants who are caught on route? What percentage of the Chinese that applied for political asylum in 1988 were granted political asylum?

3. Refer students to multimedia resources to learn about the history of China since the Communist Revolution. Have students investigate the answers to the following questions: What is China's "one child policy"? Does political and religious persecution occur in China? Explain. Have students share their findings and discuss how these policies compare to the policies in your country.

4. Many of the illegal Chinese immigrants who make it to America claim that they cannot return to China for fear of persecution or torture. Refer students to the third website below to learn more about the U.S. Immigration and Naturalization Service, the history of the Chinese exclusion laws and the current U.S.immigration laws. Then ask students: Who in INS makes the initial asylum eligibility determination? Under what conditions do you think the U.S. should permit these Chinese immigrants to apply for asylum? Should the U.S. impose additional immigration restrictions and

quotas? Why/why not? Do you think allowing illegal immigrants to stay in America encourages illegal emigration? Explain.

LINKS:
http://www.cnn.com/SPECIALS/1999/china/stories/china.boatpeople/
http://www.ins.usdoj.gov/graphics/index.htm
http://www.china-embassy.org/
http://www.odci.gov/cia/publications/factbook/ch.html

Inside Europe: Spanish Swimmer

1. Who is Pablo Cimadavela? How did be become disabled? What challenges have Mr. Cimadavela and his family encountered as a result of his disability?

2. What are the 2000 Paralympic Games? Where are they being held? Why is it important to Mr. Cimadavela that he compete in the Paralympics? In your opinion, do disabled people benefit from participating in competitive sports? If so, how?

3. According to Pablo's father, "being disabled means you aren't a first class citizen." What does he mean? Do you agree? Why or why not? What is Pablo Cimadavela doing to combat negative stereotyping and discrimination of the disabled?

4. In the U.S., the Americans with Disabilities Act was established to prevent disabled from discrimination. Refer students to online resources, including the last website below, to learn about the Americans with Disabilities Act of 1990. Ask: What is a disability? What is discrimination? How have disabled people been discriminated against in American society? Do you think the act has reduced discrimination against the disabled? Explain. Do you think society still discriminates against disabled people? If so, how?

LINKS:
http://www.olympics.com/eng/paralympics/
http://www.ausport.gov.au/para.html
http://www.usdoj.gov/crt/ada/statute.html

EDITOR'S NOTE:
snake head
sweatshops
repatriated
humanitarian parole
stowaway
paraplegic

NEWS CHRONICLE

Special Series: Viviendo en America, Part II

1. From what country are Mario Lazo and his family? Where do they live now? What kind of business does the Lazo family operate? Why do you think they came to Georgia?

2. How has Atlanta's Hispanic population increased over the past decade? Why do you think that Atlanta was not a major draw for Hispanic immigrants in the past? What attracts the immigrants now? What kind of wages can they earn in construction? What do many do with the money they earn?

3. According to Pilar Verdes, how does Atlanta feel about its Hispanic immigrants? What immigrant issues have caused some concern among Atlantans? How might a downward shift in the local

economy impact relations between the locals and immigrants? Why? Even though the local economy is strong at present, why are some people like Michael Comer worried about the effects of a growing immigrant population?

4. What is a scapegoat? Why do some feel that the Hispanic immigrants are scapegoats for domestic problems in the U.S.? What is assimilation? Why is assimilation at the heart of the national debate over immigration policy? What nation is the largest single source of immigrants to the U.S.? According to the federal government, how many immigrants enter the U.S. each year?

5. Generate a class discussion about the influx of a million immigrants per year into the U.S. Divide the class into groups and have each group brainstorm the social, political and economic impact of a million new residents per year, both positive and negative. Have groups share their lists. With whom do students agree: Chip Gallagher, who says "...the United States can accommodate and assimilate all these groups because it is flexible..." or Michael Comer, who says "You cannot assimilate a million people a year. The numbers make it impossible"? Discuss.

6. In the video we learn that many Hispanics come to the U.S. for the economic opportunities it offers. Point out the Lazo family business as one example. Then have students work in groups to learn more about the Hispanic business community in the U.S. Have groups share stories of economic successes and discuss how these businesses have contributed to the positive economic climate in the U.S. Solicit answers to the question: How does a successful Hispanic-owned business benefit others, including my family?

7. Throughout U.S. history, millions of immigrants have come to the U.S. in search of a better quality of life for their families, only to face initial economic hardship and discrimination. Ask students to interview older family members or friends to learn more about these hardships and how they were treated by native-born Americans when they first arrived. Share student interviews. It has been said that America was built on the backs of immigrants. Discuss what lessons can be learned from the past that might pave the way for better relations between native-born Americans and Hispanic immigrants who have come to the U.S. willing to work for a better life.

LINKS:
http://rinconassoc.com/top30.html
http://www.emulateme.com/content/mexico.htm
http://www.lubbockonline.com/news/040497/producti.htm
http://www.kchcc.com/
http://www.ceousa.org/index.html
http://www.ncpa.org/pd/immigrat/pdimm/immjuly98a.html

Democracy in America: Student Bureau: Student Mayor Candidate

1. Locate York, Nebraska on a map of the U.S. Who is Keshara Poland? For what political office is she running? Who is her political opponent? Why is Keshara Poland running for mayor? Who is Greg Adams? How does he feel about Keshara's decision to run for political office?

2. Have students identify the responsibilities associated with being a mayor. Then ask: What are the benefits and drawbacks of having an 18 year old as mayor? Do you think age should be a criteria for selecting a mayor? Why or why not?

3. Are you interested in the politics? Why or why not? Have you ever held a political office? If so, describe your experience. What were the benefits and challenges associated with your position? What is activism? Do you think it is important for teenagers to be politically active? Explain. How can teenagers get involved in politics?

4. Assist the class in creating a list of the candidates in your upcoming local and/or state elections. Group students. Have each group select a candidate and prepare a presentation about the candidate's position on issues such as education, the environment, zoning and other local affairs. Have students

determine whether these issues will impact the children within the community. If possible, encourage students to interview the candidates. Following the presentations, have students conduct a mock election. Then challenge each student to identify ways that he/she could help the candidate of his/her choice win the election.

LINKS:
http://www.cnn.com/ALLPOLITICS/resources/
http://usgovinfo.about.com/ble2000local.htm?rnk=r2&terms=state+elections

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EDITOR'S NOTE:
Mexico
Atlanta, GA
scapegoat
immigration

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CNN NEWSROOM Guide

May 3, 2000

When teachers use CNN NEWSROOM, they see news linked to the curriculum through discussion questions and activities. Enrollment is FREE. Call 1-800-344-6219 or enroll online at http://turnerlearning.com/newsroom/enroll.html.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:50...02:25

Top Story ... 03:40...06:05
The Lockerbie bombing trial begins today.

DAILY DESK ... 00:45...06:50

Business Desk ... 02:30...09:20
Women are going online in increasing numbers.

WORLDVIEW ... 00:45...10:05

Top of the World ... 02:40...12:45
The U.S. lifts its embargo on Iranian Persian rugs.

Taking Care of Business ... 03:05...15:50
Shoe designers display their work at a Paris trade show.

Check it Out ... 02:40...18:30
A Japanese cooking show becomes popular in the U.S.

NEWS CHRONICLE ... 00:45...19:15

Our World ... 01:10...20:25
President Clinton announces new initiatives to help parents raise healthy teenagers.

Special Series ... 07:00...27:25
As the number of Hispanics grows, there are renewed calls to make English the official language of the U.S.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Lockerbie Trial

1. Describe the events surrounding the Lockerbie bombing incident. How many people were killed? Who has been accused of masterminding the bombing? Who is Moammar Gadhafi? Why has it taken almost 12 years for the trial to begin? In which country is the trial being held? Why? Do you think this trial will be fair? Why or why not?
2. When and why did the U.N. impose sanctions on Libya? What is the status of these sanctions? Why does Libya's Secretary of State for African Affairs, Ali Abdul Salem Triky, feel that the sanctions have failed? Refer students to the last three websites below to learn more about the sanctions: How did they affect Libya's economy and quality of life? Were they successful? Conclude the discussion by asking students if the Lockerbie situation could have been resolved without imposing sanctions. If so, how?
3. Refer students to multimedia resources, including the links below, to learn more about the status and impact of international terrorism against the U.S. Then inform students that "the (Lockerbie) trial will be held under Scottish law, with a Scottish judge presiding. The Libyans face three alternative charges -- conspiracy to murder, murder, or contravention of the 1982 Aviation Security Act. They can only be convicted of one charge and, while punishment for conspiracy is discretionary, the latter two carry mandatory life sentences." Have students write a paper about how the outcome of the trial might affect international antiterrorism efforts. Have students share their reports and discuss.

LINKS:
http://community.cnn.com/cgi-bin/WebX?13@@.eea9a18
http://headlines.yahoo.com/Full_Coverage/World/Pan_Am_103_Lockerbie_Trial
http://news.bbc.co.uk/hi/english/special_report/1998/08/98/lockerbie/newsid_156000/156062.stm
http://www.undp.org/missions/libya/lockerbie.htm
http://www.geocities.com/Athens/8744/mylinks1.htm
http://www.un.org/News/ossg/sanction.htm#Libya
http://www.globalpolicy.org/security/sanction/indxirlb.htm
http://www.libyans.org/

EDITOR'S NOTE:
sanctions
embargo
Libya
Scotland
Tripoli

DAILY DESK

Business Desk: Wired Women

1. What is an "Internet neophyte"? Who is Oprah Winfrey? How might her experience in learning about the Internet have prompted other women to go online? What percentage of women say they go online daily?
2. What are some of the Internet sites that are geared towards women? According to the video, how many page views do women-specific sites get each month? Why do you think these sites are so popular?
3. Why do students think that the Internet developed primarily as a male-dominated medium? Have students conduct research into the history of the Internet, and share their findings. Who developed the Internet? How does this fact help explain why women were slower to "log on" than were men?

4. Challenge students to surf the Internet for examples of sites that are geared towards women and their interests. Have students report their findings and explain some of the features of these sites, and why they appeal to women. Then divide the class into groups and challenge each group to design a website aimed at one demographic group. For example, a group of students might consider a site for teenagers, working women, new fathers, etc. Have each group present its design, what features it would offer, and discuss who might sponsor the site and why.

LINKS:
http://www.pleiades-net.com/tools/intro.html
http://www.pleiades-net.com/tools/inthist.html
http://www.women.com/
http://www.witi.com/index-c.shtml

EDITOR'S NOTE:
neophyte
wired
demographic
revenue
humanizing

WORLDVIEW

Top of the World: Persian Rugs

1. What is an embargo? When were sales of Iranian Persian rugs banned in the U.S., and why? How did some other countries benefit from the Persian rug embargo? Why are Persian rugs unique? How has the embargo affected the Persian rug and Oriental rug markets? What adjustments might Iranian rug manufacturers have to make to compete in the U.S. rug market?

2. On March 17, 2000, U.S. Secretary of State Madeleine Albright announced the end of the import ban on Persian carpets, caviar and pistachios. Refer students to multimedia resources, including the websites below, to determine whether lifting these embargoes will significantly impact Iran's economy. Ask: Why do you think the U.S. has decided to allow the sale of these products? Have students consider the political and economic benefits of lifting these embargoes in their answers. Do students think there are any downsides to lifting of the embargoes? Discuss.

3. What is the current U.S. policy towards Iran? Have students consult the last two websites below and other resources to learn about U.S. policy towards Iran and the rationale for that policy. Direct students to examine the current state of economic and political reform in Iran. Discuss what happened during the Iran hostage crisis and why the U.S. still suspects Iran of supporting terrorism. Have each student write a position paper about whether or not he/she thinks the U.S. should ease Iranian sanctions.

LINKS:
http://www.cia.gov/cia/publications/factbook/ir.html
http://www.iranvision.com/support.html
http://www.cnn.com/2000/WORLD/meast/03/17/us.iran.03/index.html
http://usinfo.state.gov/regional/nea/gulfsec/iranstat.htm

Taking Care of Business: France Shoe Show

1. What is a trade show? What types of professionals attended the shoe trade show in Paris, France? Why do you think these professionals participated in the trade show? Of the shoes you saw in the

video: Which shoes do you think were the most practical? Which shoes were the most unique? Which shoes would you be inclined to purchase? Why? Do you think $200.00 is a reasonable price to pay for shoes? Why or why not?

2. "According to the Databook, business-to-business trade shows now account for 49 percent of the exhibition industry's $100 billion annual spending." What are the advantages of attending a trade show? Do you think newer companies can compete at a trade show with well-established companies? Explain. How might shoe designers use the Internet to promote their products? Do you think the Internet will make traditional trade shows obsolete? Why or why not?

   EXTENSION: In 1997 many athletic footwear companies began taking "a more full-court press approach to the market, pursuing other areas such as tennis and cross-training, as well as women's footwear." Challenge groups of students to research the background and performance of an athletic footwear company. Have each group identify the techniques used by the company to market its athletic shoes. Following the presentations have students identify which companies and products are the most successful and why.

LINKS:
http://cnnfn.com/2000/02/08/soho/q_jane_col/
http://cnnfn.com/1997/01/15/bizbuzz/sneakers_pkg/
http://cnnfn.com/1997/11/05/companies/shoes/

Check it Out: Iron Chef

1. What is "Iron Chefs"? Who is Kaga Takeshi? What cable network is airing "Iron Chefs"? What is Gordan Elliot's role on the show? Why do you think "Iron Chefs" is popular in both the U.S. and Japan?
2. In your opinion, will "Iron Chefs" appeal to teenagers? Explain. Do you watch cooking shows? Why or why not? If so, which shows do you like to watch? Why?
3. Refer students to online resources, including the websites below, to research different cooking shows and why they are popular. Then group students. Challenge each group to develop an idea for a cooking show for teenagers. Have students present their ideas in the form of a proposal for the Food Network, and if possible, have each group videotape a pilot of its show. After each group presents its proposal and video, have the class critique the group's work.

LINKS:
http://www.cnn.com/2000/FOOD/news/04/07/iron.chef/
http://www.foodtv.com/tvshows/ironchefindex/0,2243,,00.html
http://www.foodtv.com/celebrities/takeshibio/0,2075,,00.html
http://www.foodtv.com/celebrities/ch-g1/0,2012,,00.html

EDITOR'S NOTE:
Iran
Persian rugs
embargo
trade fair
designers
France
Japan

NEWS CHRONICLE

Our World: Teen Conference

1. What was the topic of President Clinton's conference on teenagers? Who attended the conference? What initiatives were introduced at the conference? What is your opinion of these initiatives?

2. Why do you think balancing work and family responsibilities is often challenging for parents? In your opinion, what are some of the major issues that teenagers have to face as they mature? Do you think it is important for parents to spend time with their teenagers? Why or why not? If so, how do you think this time should be spent? Do you think you spend enough time with your parents/caretakers? Explain.

3. According to a recent study, "teenagers that have dinner with their parents five nights a week are far more likely to avoid smoking, drinking, violence, suicide and drugs." What are the implications of these findings? Do these findings surprise you? Why or why not?

4. Have students write down their responses to the following questions: What do you think are the greatest challenges involved with parenting teenagers? What fears and concerns do parents of teenagers have for their children's welfare? Then, have each student interview their parents or primary caretakers to find out their answers to these questions. Direct students to compare and contrast their responses to their parents' responses. Instruct students to present their findings and insights in written reports. Have students share their reports with the class.

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/05/02/teen.summit/index.html
http://www.parentingteens.com/
http://www.parentingadolescents.com/

Special Series: Viviendo en America: Part III

1. What are the world's three largest Spanish-speaking cities? Who is Mauro Mujica? What cause is he championing? What is the name of the organization he heads? Why is he pursuing this cause? According to Mr. Mujica, why is the need for "official English" obvious? Do you find any irony in Mr. Mujica's position? Explain.

2. Do all Hispanics in the U.S. agree with Mauro Mujica? Explain. What organization does Beatriz Lopez-Flores represent? What are her objections to the "English Only" position?

3. Does the U.S. Constitution say anything about an official language? Explain. Were there ever concerns about English being "wiped out" by immigrants? Explain. To what issue is the debate over official English tied? Why do you think this is so?

4. What is assimilation? Mr. Mujica says that by not forcing immigrants to learn English, the U.S. Government is slowing down the process of assimilation. Ms. Lopez-Flores says that the "English Only" movement is about depriving non-English speaking citizens of their right to vote as informed, intelligent people. Ask students how important they think it is for immigrants to assimilate: Do they feel assimilation deprives a people of its culture and language? Does assimilation negate diversity? Do students think naturalized citizens should be allowed to participate in the political process in their native languages? With what aspects of each side's argument do the students agree/disagree? After a brief discussion, direct students to write essays stating their positions on the "English Only" debate.

5. How are both sides of the "English Only" debate trying to get their ideas turned into policy? When different interest groups in your area are lobbying political leaders and the public, what do they do to try to get elected officials to implement their agendas? Refer students back to the video and point out the instances where the leaders of these movements are lobbying elected officials and the public. Challenge groups of students to find other examples of lobbying and explain who is doing the lobbying and what the ultimate goal of this action is.

LINKS:

http://www.us-english.org/
http://www.nea.org/society/engonly.html
http://www.lalc.k12.ca.us/essay/7_31/engclass.html
http://ourworld.compuserve.com/homepages/JWCRAWFORD/updates.htm
http://www.udayton.edu/~health/annotate/97demora.htm

EDITOR'S NOTE:
Los Angeles
Buenos Aires
Mexico City
parenting
teenagers
Family Leave Act

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CNN NEWSROOM Guide

May 4, 2000

CNN NEWSROOM Guide

May 4, 2000 /b>

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:50...02:25

Top Story ... 07:30...09:55
-Today marks the 30th anniversary of the shootings at Kent State University.
-Student activism is alive and well in the year 2000.

DAILY DESK ... 00:45...10:40

Science Desk ... 02:35...13:15
Cameras attached to marine animals help scientists learn about buoyancy and propulsion.

WORLDVIEW ... 00:40...13:55

Top of the World ... 02:15...16:10
Chinese students are learning creative thinking skills.

Communication Transformation: Dotcoza ... 01:30...17:40
An experimental research project explores the value of e-commerce in South Africa.

World of Science: Digital Scent ... 02:15...19:55
New technology allows Internet users to smell online images.

NEWS CHRONICLE ... 00:30...20:25

Special Series ... 07:05...27:30
Opportunities for Latino actors in Hollywood are limited.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Kent State: 30 Years Later

1. **What tragedy occurred at Kent State University on May 4, 1970?Why were Kent State students protesting? Do you think it isimportant to remember the Kent State shootings? Why or why not?**

2. **To acknowledge the events of May 4th Kent State University has erected a memorial, inscribed with the words "Inquire. Learn. Reflect."Why do you think these words were inscribedon the memorial? Have students use this framework to learn moreabout the history and impact of the Kent State shootings. Challengegroups of students to inquire into the many reasons and purposes of the events that led to the killing and wounding ofthe Kent State students. Next, help students to learnto broaden their perspectives of these events. Encourage students to consider what differences were confronting the Kent State communityand the U.S. at that time. Finally, have students reflect onhow those differences may have been resolved peacefully.**

   Following this activity, ask students: Why do you think theOhio National Guard reacted violently towards the protesters? Do you think the shootings were justified? What is your feelingabout the event? Do you think a similar situation could happen in U.S. today? Explain.

3. **What issues are important to college activists today? Hasstudent activism changed since the 1960s? Explain. How isthe Internet being used as a tool for social change?Do you think peaceful student protests areeffective ways to influence political or social change? Explain. Give an example to support your opinion.Why do you think some protesters resort to violence? Doyou condone the use of violent protest? Why or why not?**

4. **The 1960s through the mid-1970s was a time of unprecedented socialunrest in the U.S., and the youth of the time were not hesitant toexpress their opinions. Students had signs and demonstrated for issuessuch as women's liberation, civil rights, environmental issues, and theVietnam War. The rock and folk music of this era was an important aspectof social change: It educated and inspired people to address what was happening in America and throughout the world. Divide the class into groups. Challengeeach group of students to select a protest song from the 1960s or1970s and prepare a presentation about the history, meaning and impactof the song. Some of these songs include:**
   - **"Ohio" by Crosby, Stills, Nash and Young**
   - **"Abraham, Martin and John" by Dion**
   - **"Blowin' In the Wind" by Bob Dylan**
   - **"Eve Of Destruction" by Barry McGuire**
   - **"Feel Like I'm Fixin To Die Rag" by Country Joe and the Fish**
   - **"Where Have All The Flowers Gone" by The Kingston Trio**
   - **"If I Had A Hammer" by Peter, Paul and Mary**
   - **"People Got To Be Free" by The Rascals**
   - **"Signs" by The Five Man Electrical Band**
   - **"The Times They Are A-Changin" by Bob Dylan**
   - **"War" by Edwin Starr**

   After the presentations, challenge students to identify contemporary music thatreflects current social issues, and discuss whether or not music isstill a force for political change.

5. **Protesting has always been a part of the American culture,from the Boston Tea Party in the days of ColonialAmerica to the sit-ins of the 1960s to the rallies andprotests occurring today. Lead a class brainstormingsessions to generate a list of ways that people protest.Some examples of protesting might include boycotts,letter-writing campaigns, rallies, sit-ins,**

marches,candlelight vigils, voting, and the like. Write the class liston the board. Next, have students consult the media or theInternet to locate issues of interest to them. Have eachstudent choose one issue about which he or she has astrong opinion. Direct each student to prepare a paper ororal report on what method of protest would be mosteffective in impacting public policy on that issue, and why.

EXTENSION: Help students explore the limits of freedom of expression in American society. Have students identify the limitationsof this freedom with the context of different venues, suchas schools, businesses, television, newspapers, and the Internet. After students present their findings, have them consider thedichotomy that exists in the U.S. between the need to allow freedom of expression and the need to maintain social order.

LINKS:
http://www.cnn.com/SPECIALS/2000/vietnam/story/kent.state/
http://www.cnn.com/2000/US/04/28/kent.shootings.ap/
http://www.may4.net/index.htm
http://www.amercris.org/paclist.htm
http://www.protest.net/
http://tlc.ai.org/rights.htm

EDITOR'S NOTE:
Kent State
student activism
social change
demonstrator

DAILY DESK

Science Desk: Dolphin Cam

1. **How are the researchers in the story learning about the propulsion and diving secrets of whales and dolphins? What difficulties did scientists face in this research? How did they overcome them? What did they learn from the video feed the cameras provided?**

2. **How do you think lung compression in sea mammals results in sinking (negative buoyancy)? For what kind of information do you think researchers on this project are looking? What applications do you think the information gleaned from this project could have in the areas of ship and submarine propulsion? What other applications do you think this information could have?**

3. **Studying and applying the propulsion methods of marine animals to ships and submarines is a project also underway at the Massachusetts Institute of Technology (MIT). Students there have worked on imitating the propulsion methods of tuna, pike and penguins. Challenge your students to investigate these efforts and infer how they could impact the future of naval propulsion. Divide your class into groups of 3 - 5 students. Have each group:**
    1. **Visit one of the first three websites below and create a diagram of the project showing all moving parts.**
    2. **Explain, in writing, how the project moves in water.**
    3. **Have each student write his/her own answers to these questions:**
        - **Based on your experience with this example, what other animals do you think should be studied and reproduced this way?**
        - **How could the model of that animal be used to improve naval propulsion?**
        - **Are there other applications of your proposed animal project that are not marine based? Explain**

    Have students share their ideas and discuss their vision of how these might translate into very different looking watercraft 10 – 20 years into the future.

LINKS:
http://web.mit.edu/towtank/www/tuna/pictures.html
http://web.mit.edu/towtank/www/flapfoil/index.html
http://web.mit.edu/towtank/www/pike/index.html
http://www.newscientist.com/ns/19991120/blazingatr.html

EDITOR'S NOTE:
predators
buoyant
dorsal

WORLDVIEW

Top of the World: China Thinking Corner

1. What is "rote memorization"? Why has China's educationalsystem relied heavily on rote memorization? What is "creative thinking"? How do these two methods of teaching differ? Why are some Chinese universities instituting creativethinking clubs?

2. How has China changed since the end of the Cold War? Working in small groups, have students research the political, social, culturaland economic changes that have occurred in China since the end of theCold War. Have students present their research. Next, read thefollowing quote from Bank of ChinaChairman and President Liu Mingkang, who has outlined what he calls "the threeC's of globalization---competition, customers and change." The Chairman has said, "To win in theNew Economy, a company must be competitive, pay attention to itscustomers' needs and be open to change." As a class, identifythe steps that China has taken to become a competitive force in theglobal marketplace. Ask: Do you think the globalization of China's economy will impact the Chinese culture? If so, how?

3. What skills and values are promoted by rote memorization? How do theseskills and values differ from those promoted by critical thinking?Have students illustrate their points by citing examples from theirown educational experiences. Poll students to see which method of teaching they prefer, and why.

4. Write a list of academic subject areas on the board. Divide your classinto two groups. Refer groups to multimedia resources, including the last website below, to learn more about either the rote method or the critical thinking method of teaching. Next pair membersof the critical thinking group with members of the rote method group.Have each pair select a subject area from the list, and preparetwo lessons, using a critical thinking method and a rote method. After each pair of groups presents its lesson, have class members critique theirexperiences. What did they learn from the process of instruction? What obstacles did they encounter? Which teaching method was the most effective?

LINKS:
http://www.cnn.com/ASIANOW/asiaweek/foc/2000/04/25/
http://news.bbc.co.uk/hi/english/special_report/1999/09/99/china_50_years_of_communism/newsid_
http://www.meetchina.com/
http://search.asiaco.com/China/Society_and_Culture/
http://ericae.net/faqs/crit_tnk.htm
http://www.ozemail.com.au/~caveman/Creative/Techniques/index.html

Communication Transformation: Dotcoza

1. What is the purpose of the Dotcoza experiment? What company conceived ofDotcoza? Do you think the information gleaned from the experiment willbe useful to businesses and consumers? Explain.

2. Have you ever shopped or conducted business online? If so, describe your experience. What were the benefits and drawbacks of using the Internet to conduct business?

3. Have students define the term "e-commerce." Refer students to onlineresources, including the websites below, to learn more about Dotcoza and the status of the experiment. Then generate a class discussion about theInternet and e-commerce and how these tools are changing people's personal and business lives. Challenge groups ofstudents to generate lists of three questions that they would want to ask Dotcoza to learn more about e-commerce or the experiment. After each group presents its questions, have the class select the best four questions. Submit the questions to Dotcoza on the first website below.

4. Have students research the evolution of e-commerce in your country. What products and services are now available on the Web? Have each studentmake a list of the products and services that his/her family uses during the course of a day, including shopping and banking. After students present their information, prepare a master list of their findings. Then, challenge groups of students to locate these products and services on the Web. Have students share their research and discuss the benefits and drawbacks of using the Internet for personal andbusiness transactions. Is it cost effective to use the Internet? What do you think the future holds for e-commerce?

LINKS:
http://www.dotcoza.co.za/dotcoza/start
http://www.ac.com/locations/southafrica/loca_southafrica.html
http://www.nua.ie./surveys/how_many_online/africa.html
http://www.cnn.com/2000/TECH/computing/04/12/world.wide.wallet.idg/index.html

World of Science: Digital Scent

1. What is "digital scent"? How does this technology work? Howdoes E-One, Inc. plan to use digital scent? What is your opinionof the product?

2. Have students consider why the sense of smell is important. Askstudents: Has an odor ever evoked a memory for you?If so, explain. What is your favorite smell? Do you think smells canalter your moods? Why or why not? What industries and products aredesigned to create or improve odors? Do you use any of these products?If so, which ones? Why?

3. E-One, Inc. is one of several companies that is producing digital scent technology. Digital scent technology can be used to scent-enablemany types of media including websites, online advertising, TV, CD-ROM/DVD movies, music (including MP3) and video games. Divide your class into six groups and have each group select a category from thelist. Challenge each group to think of different ways that scents canbe used to enhance the technology. Have students recommend differentscents for each application. After each group has presented its ideas, have students discuss whether or not they would invest in a digitalscent company.

LINKS:
http://www.digiscents.com/home.html
http://abcnews.go.com/sections/tech/DailyNews/smell_web991013.html

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EDITOR'S NOTE:
China
communism

creative thinking
rote memorization
prototype
e-commerce
South Africa
olfactory system

NEWS CHRONICLE

Special Series: Viviendo en America: Part IV

1. **How is "Road Dogz" different from most other movies? Why is actorJacob Vargas co-producing this film? How does the film's set and pay compare to what Mr. Vargas might see if he were filming in Hollywood?**

2. **What is a stereotype? How is stereotyping a factor in roles available to Latino actors? According to the Screen Actors Guild, what percentage of all roles on TV and in the movies go to Latino actors? How does this compare to their population in the U.S.? Do you think Hispanic actors should be represented in the movies and on television in direct proportion to their population? Why/why not?**

3. **Who are some of the Latino actors/actresses who have made it big in Hollywood? In spite of their successes, why is life still a struggle for individuals like Alex Meneses? According to Jacob Vargas, why aren't there more films like "Selena"? Who is Edward James Olmos? In what movie did he star? How do the earnings of that movie compare to what blockbusters like "Titanic" and "Star Wars" made? Why is Mr. Olmos supportive of "Road Dogz"? What is his major concern about the movie? Why does he make no apologies for it?**

4. **Lead a class brainstorming session to generate a list of Latino actors/actresses who have been successful in the U.S. If students need help, you may wish to refer them to the first website below. Divide the class into small groups, and have each choose one actor/actress from the list to research and profile. Have groups present formal reports on their findings. What made these performers successful? Were any of these actors or actresses ever typecast in stereotypical roles? How were they able to overcome any obstacles to their success? Discuss.**

LINKS:
http://www.neta.com/~1stbooks/1movie.htm
http://mrshowbiz.go.com/people/jimmysmits/content/Bio.html
http://www.detnews.com/1997/metlife/9709/15/09150092.htm
http://www.hellohola.org/
http://www.hisp.com/apr96/25most.html

EDITOR'S NOTE:
independent films
Latino
Hollywood
stereotypes

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

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Opportunities for Latino actors in Hollywood are limited.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

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Following this activity, ask students: Why do you think theOhio National Guard reacted violently towards the protesters? Do you think the shootings were justified? What is your feelingabout the event? Do you think a similar situation could happen in U.S. today? Explain.

3. **What issues are important to college activists today? Hasstudent activism changed since the 1960s? Explain. How isthe Internet being used as a tool for social change?Do you think peaceful student protests areeffective ways to influence political or social change? Explain. Give an example to support your opinion.Why do you think some protesters resort to violence? Doyou condone the use of violent protest? Why or why not?**

4. **The 1960s through the mid-1970s was a time of unprecedented socialunrest in the U.S., and the youth of the time were not hesitant toexpress their opinions. Students had signs and demonstrated for issuessuch as women's liberation, civil rights, environmental issues, and theVietnam War. The rock and folk music of this era was an important aspectof social change: It educated and inspired people to address what was happening in America and throughout the world. Divide the class into groups. Challengeeach group of students to select a protest song from the 1960s or1970s and prepare a presentation about the history, meaning and impactof the song. Some of these songs include:**
   - **"Ohio" by Crosby, Stills, Nash and Young**
   - **"Abraham, Martin and John" by Dion**
   - **"Blowin' In the Wind" by Bob Dylan**
   - **"Eve Of Destruction" by Barry McGuire**
   - **"Feel Like I'm Fixin To Die Rag" by Country Joe and the Fish**
   - **"Where Have All The Flowers Gone" by The Kingston Trio**
   - **"If I Had A Hammer" by Peter, Paul and Mary**
   - **"People Got To Be Free" by The Rascals**
   - **"Signs" by The Five Man Electrical Band**
   - **"The Times They Are A-Changin" by Bob Dylan**
   - **"War" by Edwin Starr**

   After the presentations, challenge students to identify contemporary music thatreflects current social issues, and discuss whether or not music isstill a force for political change.

5. **Protesting has always been a part of the American culture,from the Boston Tea Party in the days of ColonialAmerica to the sit-ins of the 1960s to the rallies andprotests occurring today. Lead a class brainstormingsessions to generate a list of ways that people protest.Some examples of protesting might include boycotts,letter-writing campaigns, rallies, sit-ins, marches,candlelight vigils, voting, and the like. Write the class liston the board. Next, have students consult the media or theInternet to locate issues of interest to them. Have eachstudent choose one issue about which he or she has astrong opinion. Direct each student to prepare a paper ororal report on what method of protest would be mosteffective in impacting public policy on that issue, and why.**

   EXTENSION: Help students explore the limits of freedom of expression in American society. Have students identify the limitationsof this freedom with the context of different venues, suchas schools, businesses, television, newspapers, and the Internet. After students present their findings, have them consider thedichotomy that exists in the U.S. between the need to allow freedom of expression and the need to maintain social order.

- **LINKS:**
  http://www.cnn.com/SPECIALS/2000/vietnam/story/kent.state/
  http://www.cnn.com/2000/US/04/28/kent.shootings.ap/
  http://www.may4.net/index.htm
  http://www.amercris.org/paclist.htm
  http://www.protest.net/
  http://tlc.ai.org/rights.htm

EDITOR'S NOTE:
Kent State
student activism
social change
demonstrator

DAILY DESK

Science Desk: Dolphin Cam

1. **How are the researchers in the story learning about the propulsion and diving secrets of whales and dolphins? What difficulties did scientists face in this research? How did they overcome them? What did they learn from the video feed the cameras provided?**

2. **How do you think lung compression in sea mammals results in sinking (negative buoyancy)? For what kind of information do you think researchers on this project are looking? What applications do you think the information gleaned from this project could have in the areas of ship and submarine propulsion? What other applications do you think this information could have?**

3. **Studying and applying the propulsion methods of marine animals to ships and submarines is a project also underway at the Massachusetts Institute of Technology (MIT). Students there have worked on imitating the propulsion methods of tuna, pike and penguins. Challenge your students to investigate these efforts and infer how they could impact the future of naval propulsion. Divide your class into groups of 3 - 5 students. Have each group:**
   1. **Visit one of the first three websites below and create a diagram of the project showing all moving parts.**
   2. **Explain, in writing, how the project moves in water.**
   3. **Have each student write his/her own answers to these questions:**
      - **Based on your experience with this example, what other animals do you think should be studied and reproduced this way?**
      - **How could the model of that animal be used to improve naval propulsion?**
      - **Are there other applications of your proposed animal project that are not marine based? Explain**

   Have students share their ideas and discuss their vision of how these might translate into very different looking watercraft 10 – 20 years into the future.

LINKS:
http://web.mit.edu/towtank/www/tuna/pictures.html
http://web.mit.edu/towtank/www/flapfoil/index.html
http://web.mit.edu/towtank/www/pike/index.html
http://www.newscientist.com/ns/19991120/blazingatr.html

EDITOR'S NOTE:
predators
buoyant
dorsal

WORLDVIEW

Top of the World: China Thinking Corner

1. What is "rote memorization"? Why has China's educationalsystem relied heavily on rote memorization? What is "creative thinking"? How do these two methods of teaching differ? Why are some Chinese universities instituting creativethinking clubs?

2. How has China changed since the end of the Cold War? Working in small groups, have students research the political, social, culturaland economic changes that have occurred in China since the end of theCold War. Have students present their research. Next, read thefollowing quote from Bank of ChinaChairman and President Liu Mingkang, who has outlined what he calls "the threeC's of globalization---competition, customers and change." The Chairman has said, "To win in theNew Economy, a company must be competitive, pay attention to itscustomers' needs and be open to change." As a class, identifythe steps that China has taken to become a competitive force in theglobal marketplace. Ask: Do you think the globalization of China's economy will impact the Chinese culture? If so, how?

3. What skills and values are promoted by rote memorization? How do theseskills and values differ from those promoted by critical thinking?Have students illustrate their points by citing examples from theirown educational experiences. Poll students to see which method of teaching they prefer, and why.

4. Write a list of academic subject areas on the board. Divide your classinto two groups. Refer groups to multimedia resources, including the last website below, to learn more about either the rote method or the critical thinking method of teaching. Next pair membersof the critical thinking group with members of the rote method group.Have each pair select a subject area from the list, and preparetwo lessons, using a critical thinking method and a rote method. After each pair of groups presents its lesson, have class members critique theirexperiences. What did they learn from the process of instruction? What obstacles did they encounter? Which teaching method was the most effective?

LINKS:
http://www.cnn.com/ASIANOW/asiaweek/foc/2000/04/25/
http://news.bbc.co.uk/hi/english/special_report/1999/09/99/china_50_years_of_communism/newsid_
http://www.meetchina.com/
http://search.asiaco.com/China/Society_and_Culture/
http://ericae.net/faqs/crit_tnk.htm
http://www.ozemail.com.au/~caveman/Creative/Techniques/index.html

Communication Transformation: Dotcoza

1. What is the purpose of the Dotcoza experiment? What company conceived ofDotcoza? Do you think the information gleaned from the experiment willbe useful to businesses and consumers? Explain.

2. Have you ever shopped or conducted business online? If so, describe your experience. What were the benefits and drawbacks of using the Internet to conduct business?

3. Have students define the term "e-commerce." Refer students to onlineresources, including the websites below, to learn more about Dotcoza and the status of the experiment. Then generate a class discussion about theInternet and e-commerce and how these tools are changing people's personal and business lives. Challenge groups ofstudents to generate lists of

three questions that they would want to ask Dotcoza to learn more about e-commerce or the experiment. After each group presents its questions, have the class select the best four questions. Submit the questions to Dotcoza on the first website below.

4. **Have students research the evolution of e-commerce in your country. What products and services are now available on the Web? Have each studentmake a list of the products and services that his/her family uses during the course of a day, including shopping and banking. After students present their information, prepare a master list of their findings. Then, challenge groups of students to locate these products and services on the Web. Have students share their research and discuss the benefits and drawbacks of using the Internet for personal andbusiness transactions. Is it cost effective to use the Internet? What do you think the future holds for e-commerce?**

LINKS:
http://www.dotcoza.co.za/dotcoza/start
http://www.ac.com/locations/southafrica/loca_southafrica.html
http://www.nua.ie./surveys/how_many_online/africa.html
http://www.cnn.com/2000/TECH/computing/04/12/world.wide.wallet.idg/index.html

World of Science: Digital Scent

1. **What is "digital scent"? How does this technology work? Howdoes E-One, Inc. plan to use digital scent? What is your opinionof the product?**

2. **Have students consider why the sense of smell is important. Askstudents: Has an odor ever evoked a memory for you?If so, explain. What is your favorite smell? Do you think smells canalter your moods? Why or why not? What industries and products aredesigned to create or improve odors? Do you use any of these products?If so, which ones? Why?**

3. **E-One, Inc. is one of several companies that is producing digital scent technology. Digital scent technology can be used to scent-enablemany types of media including websites, online advertising, TV, CD-ROM/DVD movies, music (including MP3) and video games. Divide your class into six groups and have each group select a category from thelist. Challenge each group to think of different ways that scents canbe used to enhance the technology. Have students recommend differentscents for each application. After each group has presented its ideas, have students discuss whether or not they would invest in a digitalscent company.**

LINKS:
http://www.digiscents.com/home.html
http://abcnews.go.com/sections/tech/DailyNews/smell_web991013.html

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EDITOR'S NOTE:
China
communism
creative thinking
rote memorization
prototype
e-commerce
South Africa
olfactory system

NEWS CHRONICLE

Special Series: Viviendo en America: Part IV

1. **How is "Road Dogz" different from most other movies? Why is actorJacob Vargas**

co-producing this film? How does the film's set and pay compare to what Mr. Vargas might see if he were filming in Hollywood?

2. **What is a stereotype? How is stereotyping a factor in roles available to Latino actors? According to the Screen Actors Guild, what percentage of all roles on TV and in the movies go to Latino actors? How does this compare to their population in the U.S.? Do you think Hispanic actors should be represented in the movies and on television in direct proportion to their population? Why/why not?**

3. **Who are some of the Latino actors/actresses who have made it big in Hollywood? In spite of their successes, why is life still a struggle for individuals like Alex Meneses? According to Jacob Vargas, why aren't there more films like "Selena"? Who is Edward James Olmos? In what movie did he star? How do the earnings of that movie compare to what blockbusters like "Titanic" and "Star Wars" made? Why is Mr. Olmos supportive of "Road Dogz"? What is his major concern about the movie? Why does he make no apologies for it?**

4. **Lead a class brainstorming session to generate a list of Latino actors/actresses who have been successful in the U.S. If students need help, you may wish to refer them to the first website below. Divide the class into small groups, and have each choose one actor/actress from the list to research and profile. Have groups present formal reports on their findings. What made these performers successful? Were any of these actors or actresses ever typecast in stereotypical roles? How were they able to overcome any obstacles to their success? Discuss.**

LINKS:
http://www.neta.com/~1stbooks/1movie.htm
http://mrshowbiz.go.com/people/jimmysmits/content/Bio.html
http://www.detnews.com/1997/metlife/9709/15/09150092.htm
http://www.hellohola.org/
http://www.hisp.com/apr96/25most.html

EDITOR'S NOTE:
independent films
Latino
Hollywood
stereotypes

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

May 5, 2000

Don't forget: Annual enrollment is required for CNN NEWSROOM. It's free! Call 1-800-344-6219 or reenroll online at http://turnerlearning.com/newsroom/enroll.html.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:30...02:05

Top Story ... 05:00...07:05
The "ILOVEYOU" computer virus strikes worldwide.

More Top Story: Cardinal O'Connor ... 03:10...10:15
Cardinal John O'Connor dies at age 80.

DAILY DESK ... 00:35...10:50

Editor's Desk ... 03:00...13:50
The nonprofit world is using the web to encourage donations and community action.

Turner Website Information ... 00:45...14:35
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:35...15:10

Inside Africa ... 02:30...17:40
Used American textbooks are being sent to Uganda.

Sports Page: Olympic Torch ... 02:05...19:45
Sydney, Australia is staging the first underwater Olympic torch relay.

NEWS CHRONICLE ... 00:35...20:20

Special Series ... 07:00...27:20
American businesses realize the value of marketing to Hispanics.

Look Ahead ... 00:20...27:40
May 12: Tom's Prom

CNN NEWSROOM CLOSE ... 00:20... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

- **TODAY'S NEWS**

Top Story: The Love Bug

1. Where was the "ILOVEYOU" virus first reported? What kinds of systems is it attacking? How is the virus spread? How is the ILOVEYOU virus similar to the "Melissa" virus, which struck last year? Why is the ILOVEYOU virus considered more lethal than the Melissavirus? What major businesses and institutions have been impacted by this latestmalicious code? What clues do investigators have to its origin?

2. What is a computer virus, and how does it work? In software parlance, what is a "worm"?How is it different from a "Trojan Horse"? Have your students conduct research to learnmore about computer viruses, how they work, and how businesses, institutions andindividual PC users can protect their systems from them. Share student information. Discuss the effects of these viruses and the reasons why international law enforcementauthorities often become involved in virus investigation and prosecution. What do students think the punishment should be for those who send out malicious codes?

LINKS:
http://cnn.com/2000/TECH/computing/05/04/iloveyou.01/index.html
http://www.vzinet.com/train/virus/sld01.html
http://www.academic.marist.edu/papers/spitzerg/whatis.htm
http://help.juno.com/techsupport/faq/viruses/virus.html
http://www.zdnet.com/zdhelp/stories/main/0,5594,2248291,00.html

More Top Story: Cardinal O'Connor

1. Who was Cardinal John O'Connor? Why was he considered one ofthe most influential Catholics in the U.S.? Where doesa Cardinal rank within the Catholic Church hierarchy?

2. What were some of Cardinal O'Connor's accomplishments as a spiritual leader? Cardinal O'Connor held advanced degrees in Ethics,Clinical Psychology and Political Theory. In your opinion, how did the Cardinal's early professional experiences and academic trainingprepare him for his position as a Cardinal?

3. Cardinal O'Connor was a conservative force in the Catholic Church.His conservative views on contemporary issues often reflected theconventional views of the Catholic Church. Have students generate a list of contemporary social issues. Group students. Direct each group to research the Catholic Church's position on one ofthe issues from the list. After groups present their findings,have each student select an issue and write a position paper aboutwhether or not he/she agrees with the views of the Catholic Church. Havestudents share their papers and discuss.

LINKS:
http://cnn.com/2000/US/05/04/oconnor.reax.01/index.html
http://www.ny-archdiocese.org/cardinal/

EDITOR'S NOTE:
computer virus
Catholic Church
N.Y. Archdiocese
Cardinal

DAILY DESK

Editor's Desk: Nonprofit Websites

1. According to the story, how many websites currently exist? What is the difference between a "dot com" and a "dot org"? How is the web helping the Red Cross organization? Besides building blood banks, what is the work of the Red Cross? How much more money has been donated to the Red Cross this year, as compared to two years ago, when it did not have a website? In what ways can having a website allow nonprofits to reallocate funds to better serve their constituents?

2. Were you previously aware of thehungersite.com? If yes, do you visit it daily to contribute, and if not, why not? If not, will you make use of the site on a regular basis? Why or why not? Why do you think this site is a "dot com" rather than a "dot org"? How does this site benefit commercial sponsors? In what ways do sites such as this one allow people at all income levels to become philanthropic? Do you know of any similar sites? If so, share them with the class.

3. Ask students to go to the Red Cross website after listing the services they think are provided by the Red Cross. Ask them to make a list of services they find after reviewing the organization's site. Did they find any new information? How is the web "a kind of constant commercial"? How do they think that the information one finds on the site impacts donations to the Red Cross?

4. Direct students to the atlantacares.com site. Ask them to analyze its organization and ways in which it can help local citizens be active and help one another. Challenge students to create plans for their own community website using atlantacares.com as a blueprint. Group students by interests (arts, youth, communications, animals, environment, etc.) and have them research which local groups should be represented in that area of their community website. If possible, pull all the plans together and have your class present its idea to a local government representative for consideration.

LINKS:
http://www.redcross.org/
http://thehungersite.com
http://atlantacares.com
http://www.freedonation.com
http://www.philanthropy.com/resource.dir/resmain.htm
http://www.envirolink.org/
http://cares.org/national/

EDITOR'S NOTE:
humanitarian agency
Internet
nonprofit

WORLDVIEW

Inside Africa: Books for Uganda

1. Why do schools throw away textbooks? Who is Ronald Musko? Why is he sending used textbooks to Uganda? What type of personaladversity has Mr. Musko experienced? How did these experiences influence his decision to institute the book collection drive? How do the students in Uganda and California benefit from Mr. Musko's program?

2. Refer students to the websites below to learn more about the economy, social structure and educational system in Uganda. After studentsshare their information, have students consider ways toresolve the book problem in Uganda. Ask students: How might the Internet be used to help educate Uganda's children? Have studentsidentify the economic and educational benefits and drawbacks of supplying Ugandan students with computers, CD ROMs and access to theInternet. How does this solution compare with providing studentswith updated textbooks? After the class

discussion, have studentswrite proposals to the government of Uganda suggesting ways thatit could provide its students with better access to educationalinformation.

3. Arrange for your school's librarian or an administrator to meet with your class to discuss how text and library books are selected for use in your school,and how much money is spent to purchase texts and library books. Have the librarian/administrator explain the criteria that is used to take librarybooks and textbooks out of circulation, and what happens tothese books after they are removed from circulation. Following thepresentation, have students identify the different ways to utilizethe old books.

LINKS:
http://www.odci.gov/cia/publications/factbook/ug.html
http://www.uganda.co.ug/
http://www.uganda.co.ug/educ.htm
http://www.ala.org/
http://www.voicenet.com/~bertland/libs.html

Sports Page: Olympic Torch

1. Where are the 2000 Olympic Games being held? What is the Olympic torch relay? What is unique about the 2000 Olympic torch relay?What is the "fierce flame"? How does it work? When is the underwaterrelay scheduled to take place?

2. Refer students to multimedia resources, including the second websitebelow, to learn about the history of the Olympic games and the significance of the torch race. Have students share their informationand discuss.

3. Inform your class that the Olympic flame will spend one to four daysin each Australian capital city on its 27,000 kilometer journey aroundthe nation between June and September 2000. Divide your class into six groups. Have each group prepare a presentation about one of the following capital cities in Australia: Brisbane, Darwin,Hobart, Melbourne, Perth, and Sydney. Instruct each group to identify the city's history, culture, sites of interest, and howthe city plans to celebrate the arrival of the Olympic torch.Have each group present its information in the form of a local news broadcast, in which they report on the arrival of the Olympic torch. If possible, have each group videotape its presentation.

LINKS:
http://www.sydney.olympic.org/eng/
http://www.perseus.tufts.edu/Olympics/
http://www.nla.gov.au/
http://www.about-australia.com/about.htm

EDITOR'S NOTE:
pyrotechnology
Olympics
Australia
books
Uganda

NEWS CHRONICLE

Special Series: Viviendo en America: Part V

1. Who is Delores Kunda? What is her company's line of work? For what major corporations has her company developed Spanish-language ads? Explain how demographics is driving this trend in advertising.

2. How is the Latino teen market in the U.S. changing? What recent styles can be attributed to the ethnic youth of Manhattan? How is pride an important ingredient of Latino youth identity?

3. What two strong Latino traits are often seen as themes in targeted advertising? Use the example of the ad shown in the video to describe how this targeted advertising gets the teens "emotionally involved with the product." How might this approach become stereotypical if it is not executed well? What are "universal" themes? What are some advertising themes that appeal to all teens? Why do you think agencies that specialize in targeting Hispanic teens use universal themes in their ads?

4. What does Ms. Kunda predict about the future of Hispanic commercials? How does she respond to the question, "Do you see yourself as serving the Latin population or exploiting it?" How does she equate her service with helping Hispanics secure a part of the American Dream?

5. Challenge groups of students to examine the effectiveness of multicultural advertising. Have each group search the media, including the Internet, radio, television, and print media, to find examples of multicultural marketing. Direct each group to find information that demonstrates the effectiveness of this approach. Share group findings. Refer back to the question posed to Ms. Kunda by CNN NEWSROOM's Joel Hochmuth: Do students see multicultural marketing as exploitation or service? Discuss.

LINKS:
http://www.latpro.com/sponsors/rates.htm
http://www.hisp.com/holadvertising.html
http://www.ba.com/nr/1998/Nov/19981108001.html
http://www.intersearchcorp.com/hispexpair0599.htm
http://www.aaf.org/diveroped.html

EDITOR'S NOTE:
Hispanic buying power
Latino
advertising
commercials

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CNN NEWSROOM Guide

May 8, 2000

***Democracy in America* puts this year's election in perspective for students. Look for this ongoing series each Tuesday on CNN NEWSROOM.**

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:00...02:30

Top Story ... 04:30...07:00
Teachers: Please prescreen today's Top Story, as it contains scenes some students may find disturbing.
U.N. peacekeepers are held hostage by rebel forces in Sierra Leone.

In the Headlines ... 02:40...09:40
-Vladimir Putin is inaugurated as Russia's President.
-Authorities close in on "Love Bug" suspect.

DAILY DESK ... 01:00...10:40

Environment Desk ... 02:40...13:20
President Clinton declares the sequoia trees in California's Sierra Mountains a national monument.

WORLDVIEW ... 00:30...13:50

One World Habitat: Vizcaino Reserve ... 04:20...18:10
The Vizcaino Reserve is Latin America's largest protected area.

Wild Kingdom ... 01:05...19:15
A lion named "Leo" gets a house call from a feline dentist.

Culture Watch ... 04:00...23:15
South African craftswomen create a market for cultural fashion.

Turner Website Information ... 00:45...24:00
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:30...24:30

Artistry in Action ... 02:30...27:00
This Gorbachev has made his mark in art, not politics.

Look Ahead ... 00:30...27:30
May 11: Voice of Country

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: War in Sierra Leone

1. Locate the nation of Sierra Leone on a world map. Why did Great Britain take control of Sierra Leone in 1808? When did Great Britain relinquish control? What type of government was established in Sierra Leone after World War II? What has happened to that government since 1968?

2. What is the name of the rebel group that is trying to take control of Sierra Leone? What is ECOMOG? What African nation led this force into Sierra Leone? How did the RUF come to power in Sierra Leone? What deal did the RUF make with the Kabbah government? How did the United Nations respond to this agreement? What happened once the Nigerian forces withdrew? Why?

3. Who is Foday Sankoh? Why are many international leaders blaming him for the current state of affairs in Sierra Leone? How does he respond to their charges? Why are opposition leaders in Kenya calling for their peacekeepers to come home?

4. How does Sierra Leone's political instability have both domestic and international consequences? Have students work in groups to research the conflict between Sierra Leone's government and the Revolutionary United Front, and determine its political, economic and social impact on the nation. Share group findings. As a class, consider possible international consequences of Sierra Leone's civil conflict. For example, how might this situation impact the future of U.N. peacekeeping missions? How might Sierra Leone's political instability affect the willingness of neighboring nations to lend economic and political aid? Discuss.

LINKS:
http://cnn.com/2000/WORLD/africa/05/07/sierra.leone.02/index.html
http://www.sas.upenn.edu/African_Studies/Country_Specific/S_Leone.html
http://www.sierra-leone.gov.sl/
http://www.washingtonpost.com/wp-srv/inatl/longterm/worldref/country/sierrale.htm
http://www.newafrica.com/economy/sierraleone.htm

In the Headlines: News from Russia, the Philippines

1. Who is Vladimir Putin? Why is his inauguration a significant event? Who does Vladimir Putin succeed in the presidency? What is President Putin's first goal towards strengthening Russia?

2. Ask students to consider the ways in which leadership changes hands in different countries. Discuss how power is transferred among national leaders in the United States. Have students search the Internet and other resources to find the nations that have experienced changes in leadership in recent years, and note how power was transferred. Discuss the advantages of a transfer of power that is based in a written constitution, and how a constitutional transfer of power could benefit Russian citizens.

3. Where are authorities concentrating their search for the "Love Bug" suspect? What advice are authorities offering to prevent damage from this computer virus? What does it mean when PC users receive e-mail with an attachment labeled "VBS"?

LINKS:
http://cnn.com/2000/WORLD/europe/05/07/russia.putin.02/index.html
http://www.politicalresources.net/russia.htm

- http://cnn.com/2000/TECH/computing/05/07/iloveyou.02/index.html

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EDITOR'S NOTE:
Sierra Leone
military junta
peacekeeping
Vladimir Putin
Kremlin
coup
copycats
chain letters

DAILY DESK

Environment Desk: Sequoia National Monument

1. What action has President Clinton taken to protect the sequoia trees in California's southern Sierra Mountains? How is the land around the sequoia trees currently being used? Why do local saw mills object to the monument designation? How is the National Resource Defense Council responding to these objections?

2. Challenge students to research and consider the following questions: What are the characteristics of sequoia trees that contribute to their "emotionally moving" effect? How long would it take to replace a full grown adult sequoia? Why does the monument include a 355,000 acre area around the sequoias? What kind of trees surround the sequoia forest? After students address these questions, ask: Do you agree with President Clinton's decision to designate the area surrounding the sequoia forest as part of the national monument? Why or why not?

3. The new monument was created when President Clinton invoked the Antiquities Act of 1906. Opponents of the monument claim that the Antiquities Act was created for a completely different purpose. Challenge your students to decide if they think President Clinton was acting in accordance with the letter and spirit of the Antiquities Act:
   1. Divide your class into small groups.
   2. Refer groups to multimedia resources to investigate the circumstances surrounding the origination of the Antiquities Act of 1906.
   3. Have each group develop a paragraph that states how the act was originally intended to be used.

   After each group presents its information, create a timeline that shows when and how the act has been used from 1906 to the present. Discuss whether or not students believe President Clinton's designation was in accordance with the act's original intent, and whether this use fits the historic pattern formed over the last century.

LINKS:
http://www.cr.nps.gov/history/antiq.htm
http://www.r5.fs.fed.us/gsequoia/sequbrch.html
http://www.nps.gov/seki/grantwlk/gg3.htm
http://www.usbr.gov/laws/antique.html
http://www.cr.nps.gov/local-law/anti1906.htm

EDITOR'S NOTE:
national monument
Antiquities Act
Sierra Nevada Mountains

- sequoia

WORLDVIEW

One World Habitat: Vizcaino Reserve

1. Where is the Vizcaino Biosphere Reserve located? Why has it drawn worldwide attention? What species of animals reproduce there? What major victory have conservationists recently won regarding the integrity of this wildlife reserve?
2. How large is the Vizcaino Reserve? How does the size of this reserve promote species biodiversity? In spite of its successes, what are some of the threats to wildlife in this refuge? What official policy is the key to the future of this reserve? How is the reserve currently financed? How could a commitment by Mexico's government improve the chances of the reserve's survival?
3. What is a reserve? How does Mexico's government protect reserves and other natural areas? Have students work in groups to learn more about Mexico's National System of Natural Protected Areas (SINAP) and its nine different categories, and share their findings with the class. Then have groups examine protection of natural areas in their own country and compare their findings to their information about Mexico's SINAP. In class discussion, compare the two systems for efficiency and effectiveness in protecting natural areas. What could leaders in each country learn from the way the other tries to preserve its ecological treasures?
4. If possible, arrange for a class trip to a local wildlife reserve or protected natural area. Ask the area's authorities to explain how government action works to preserve the natural habitats of the plants and animals that are native to your region. Have the wildlife experts and your students discuss what people in your community can do to promote these efforts.

LINKS:
http://gomexico.about.com/travel/gomexico/msub230.htm
http://www.greenbuilder.com/mader/ecotravel/mexico/mexparks2.html
http://www.bajasalt.com/pages/local/tregionrich.html
http://www.unesco.org/whc/mablist.htm

Wild Kingdom: Argentina Lion

1. Why did Leo need a dentist? What did the feline dentist do to help this lion? Was the procedure different from what you might experience if you had to have a cavity filled? Explain.
2. The lion's huge teeth are evidence of the species' adaptation to its environment, as lions are carnivores who must live on other animals. The various species of felines, like other animals, all exhibit biological characteristics that have enabled them to adapt to their environments. Divide the class into groups, and have each group choose one interesting feature of any species of feline (including domesticated cats) to research. Have each group offer a formal presentation of its findings and explain how that feature is uniquely suited to the species' habitat and position on the food chain.

LINKS:
http://www.geobop.com/Mammals/Carnivora/Felidae/2.htm
http://www.nationalgeographic.com/features/97/cats/
http://dialspace.dial.pipex.com/agarman/

Culture Watch: South Africa Fashion

1. What kinds of fashions are being seen on the runways of South Africa? What cultures are represented by these fashions? Who is designing these fashions? How are these clothes different from what they usually wear when they go into the cities?
2. What is the Culture to Couture Project? How does the project benefit South Africa, both culturally and economically? In the video, one activist calls this approach "a part of the cultural reawakening in the history of the country." What do you think this means? In what way is a "cultural reawakening" taking place in South Africa?
3. Have your students locate South Africa on a world map, and discuss what they know of its recent history, including its days of apartheid. Then ask students why they think the women interviewed in this story often wore their "traditional" dress at home, but "more Western clothes" when they drove into the cities. How could Culture to Couture help to preserve an aspect of tribal culture that was almost lost?
4. Generate a class discussion about other cultures that market aspects of their culture to the general population. Ask students to consider the positives and negatives of the sale of these items. Have each student write an essay in response to the question: Is marketing pieces of a culture promoting the culture or "selling out"?

LINKS:
http://www.tradepage.co.za/main.htm
http://www.artofafrica.cumbria.com/artofafindex.htm
http://www.places.co.za/html/artcentre.html

EDITOR'S NOTE:
ospreys
predators
El Vizcaino Biosphere Reserve
conservationists
hectares
biodiversity
apartheid
South Africa

NEWS CHRONICLE

Artistry in Action: The Other Gorbachev

1. Who is Yuri Gorbachev? What is his profession? To what famous Gorbachev is he related? What country did he leave when his cousin left office? Where does he live now? How does his Russian heritage play a role in his art?
2. How would you describe the art of Yuri Gorbachev? How does he create this art? Would you ever consider buying one of his works? Why/why not? To what extent do you think his last name helps or hurts his career? Do you think people buy his art because it appeals to them, or because of who he is? Explain.
3. Refer students back to the video, and generate a class discussion about the ways in which Yuri Gorbachev's homeland is reflected in his art. Consider the aspects of his hometown and family history that one sees in his paintings. In the video we hear that a critic once said that Yuri's art "looks like stained glass on painting." Challenge your students to draw upon their family and community histories to create works of art in a style similar to Yuri Gorbachev's. Display their efforts in your classroom.

LINKS:

http://www.russianstore.com/yuri/yuri.html
http://www.gottahaveitnow.com/yuri.htm

EDITOR'S NOTE:
Yuri Gorbachev
Mikhail Gorbachev
Stalin
stained glass

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CNN NEWSROOM Guide

May 9, 2000

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--------------- PROGRAM RUNDOWN ---------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:00...02:30

Top Story ... 05:25...07:55
Investigators trace the "ILOVEYOU" computer virus to an apartment in Manila.

In the Headlines ... 01:00...08:55
Violence escalates in Sierra Leone.
Mourners bid farewell to Archbishop John O'Connor.

DAILY DESK ... 01:00...09:55

Health Desk ... 02:05...12:00
A new study suggests that some stress is beneficial to your health.

WORLDVIEW ... 00:30...12:30

Around the World ... 11:05...23:35
Teachers: This story contains subject matter that may be disturbing to some students. Please preview this segment. Smallpox could be the terrorist's weapon of choice.

NEWS CHRONICLE ... 00:40...24:15

Democracy in America ... 02:40...26:55
Latino voters are gaining electoral clout in the U.S.

CNN NEWSROOM CLOSE ... 01:05... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: The "Love Bug"

1. What is the "ILOVEYOU" virus? How does it affect computer networks and files? How were Japanese computer networks "saved by the holidays"? To what source have authorities traced the virus? Who do Philippine authorities want to question about the bug? Why could the virus have

been created by any one of three people living at that apartment?

2. How would you explain what a computer virus is? What is "hacking"? What is the first step for investigators who are trying to determine the source of a virus? What is "digital DNA"? What clues did the Love Bug's virus code provide for investigators? How do Internet Service Providers help in this kind of investigation? What other clues have aided authorities in their search for the origin of this virus?
3. As of yesterday, the Symantec Antivirus Research Center had identified 19 versions of the Love Bug. Why do you think there are so many versions of this virus in existence? In your opinion, what should the penalty be for those who have engaged in copycat virus creation? Explain.
4. In the video we learn some of the detective work involved in determining the origin of a computer virus. In class discussion, retrace some of those steps and discuss the twists and turns that a computer virus investigation could take. Then challenge each student to use what he/she has learned to write a short high tech mystery story. If students need to review technical information, they may wish to consult the websites below or other resources. Have students share their stories. Select the best ones for publication in your school's literary magazine.

LINKS:
http://www.virusbtn.com/
http://www.symantec.com/avcenter/venc/data/wormvsvirus.html
http://www.symantec.com/avcenter/hoax.html
http://cnn.com/2000/TECH/computing/05/08/ilove.you.05/index.html

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EDITOR'S NOTE:
virus
arrest warrant
"hacking"
virus code
Internet Service Provider
Melissa virus

DAILY DESK

Health Desk: Stress: Who Needs It?

1. What is stress? How can stress affect the human body? According to the study, is stress necessary and beneficial? Explain.
2. Describe the method used for the stress study. What are genes? How did removing the stress gene (also known as the "adrenoceptor 2C" gene) impact the mice? Do you think the study's findings are relevant to humans? Explain. If it were possible, would you want to have your stress gene removed? Why or why not?
3. Do you ever feel stressed? If so, why? How does stress make you feel? How do you relieve stress? Have students work in groups to learn more about the positive and negative effects of stress on humans and share their findings. Instruct students to identify the diseases and disorders that are stress induced, including depression. After students share their information ask: Why do you think some people handle stress better than others? Do you think using prescription medication to manage stress is a good idea? Why or why not?
4. Have students refer to the websites listed below to learn about the symptoms of stress and ways to manage stress. Group students. Have each group create a role-play depicting a student dealing with a stressful situation at home, school, work or with friends. Following each group's presentation, have group members ask the audience to strategize a solution to resolve the stressful situation. Have

each group demonstrate stress management techniques by acting out the proposed solution.

LINKS:
http://www.depression.com/news/19990930-1389.html
http://www.mayohealth.org/mayo/9912/htm/stress_patrol.htm
http://www.mayohealth.org/mayo/9901/recognize.htm
http://www.depression.com/health_library/types/index.html
http://mentalhealth.miningco.com/msub20.htm?pid=2791&cob=home

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EDITOR'S NOTE:
stress
cope
lifespan
mellow

WORLDVIEW

Around the World: Smallpox

1. What is smallpox? Why does this disease no longer exist on earth? Why is the virus still in existence? What are biological weapons? What diseases could be considered biological weapons? What nations have the smallpox virus in their possession? What other nations may have the disease? Why is Mike Osterholm most concerned about smallpox as a potential terrorist weapon?

2. How does smallpox spread? Describe the disease's effects. How many people died of smallpox in the 20th Century? When was the last case of smallpox reported? Who developed the smallpox vaccine, and when? How much later was it before smallpox was eradicated?

3. What did Ken Alibek reveal about Russia's smallpox virus stockpile when he defected? Why does Mr. Alibek believe this stockpile presents a "clear and present danger" to the world? What are "rogue nations"? How might rogue nations use the smallpox virus to further their own agenda?

4. If you were infected with the smallpox virus today, what symptoms might you experience? Why might a trip to the emergency room be of no help? What would happen to you as the disease progressed? Describe how the disease could quickly become an epidemic. How is smallpox preventable? Why would a terrorist smallpox attack on the U.S. twenty years ago have been ineffective? Would anyone be immune to smallpox today? Explain.

5. How much of the smallpox vaccine does the U.S. currently have? Is this enough to deal with a possible outbreak? Explain. What is the U.S. doing to address this possibility?

6. In the video we hear the argument that the smallpox virus could have been destroyed and that its destruction would have removed the threat of a bioterrorist attack. Do students think the virus should have been destroyed, or are there more compelling reasons for preserving it? Ask students to put themselves in the place of world health officials whose task it was to decide whether to save or to destroy the last smallpox viruses last year. We know now that the decision was made not to destroy the viruses, but would students have acted differently? Have students work in groups to research the arguments that supported and opposed destruction of the smallpox virus, and share their findings. Then have each student write a position paper that advocates either the destruction or preservation of this virus.

7. Inform your students that in China, 100 years before Edward Jenner, people took pills made from the fleas of cows to prevent smallpox. This was the earliest form of oral vaccination. Students

might also be interested to know that Edward Jenner noticed that women who worked milking cows appeared to develop immunity to smallpox through their contact with the cows, hence the term "vaccination" from the Latin word for cow, "vacca." Encourage your students to come up with their own questions about vaccinations and how they work. Help satisfy their curiosity by helping students research vaccinations and their effectiveness. Students will want to learn more about the smallpox vaccination and the immunizations they have received for other diseases including, measles, mumps, chicken pox, some strains of hepatitis. Share student findings and discuss what characteristics of these diseases and of smallpox make them good candidates for prevention by vaccination. Likewise, why do students think there are some diseases for which there are currently no immunizations?

8. Biological warfare is as old as war itself. The ancient Romans are thought to have initiated the practice of biological warfare by dumping diseased animals into the drinking water of their enemies, thus making their enemies sick and affecting their morale. Have students work in groups to learn more about biological warfare throughout history and share their information. Discuss what makes biological warfare especially threatening to the human species in the modern world.

LINKS:
http://www.encyclopedia.com/articles/11987.html
http://www.the-scientist.library.upenn.edu/yr1996/dec/opin_961209.html
http://www.seercom.com/bluto/smallpox/index.html
http://www.calpoly.edu/~drjones/biowar-e3.html
http://38.232.17.254/journals/annals/15oct97/smallpox.htm
http://www.cnn.com/US/9804/14/infectious.threats/
http://www.pbs.org/wgbh/pages/frontline/shows/plague/etc/faqs.html

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EDITOR'S NOTE:
biological weapon
virus
anthrax and plague
hemorrhaging
epidemic
Centers for Disease Control
immune
vaccine

NEWS CHRONICLE

Democracy in America: Latino Voters

1. According to a recent poll, what is happening to California's Latino voter rolls? How are these new voters "very different" from others? Which party do California's Latino voters seem to favor? Explain why some believe a Republican is to blame for this trend.

2. How are the two major presidential candidates courting Latino leaders and voters? What hurdle might Al Gore have to overcome? Do you think one political party has a lock on the Latino vote? Why or why not?

3. What issues are on the minds of Latino voters? Have students work in groups to conduct research on the issues of importance to Hispanic voters, and share their findings. How do these issues compare to the concerns of the rest of the voting population? To what extent do students think George W. Bush and Al Gore should pay attention to Hispanic voters' concerns? Challenge each group of students to write the script for a radio or television campaign ad for either Al Gore or George W. Bush that is designed to capture the attention (and vote) of the Latino voter.

4. Introduce your students to the term "demographics." If necessary, have students locate and share

definitions of this term. Then ask students to consider why data on voter demographics is valuable to political candidates and parties. Assist your students in conducting a demographic study of voters in your community. Students should contact the local Registrar of Voters, and consult recent population data compiled by business and civic groups. Students will want to focus on information about local voters by age, ethnic groups, gender, etc. Discuss student findings. Ask students to consider how they would use this information if they were running for local office.

LINKS:
http://www.hispanicbiz.com/voter.htm
http://www.lulac.org/Issues/Voter/UnivPres.html
http://www.ocregister.com/politics/hisp2s18w4.shtml
http://www.conservativenews.net/InDepth/archive/199811/IND19981112d.html

EDITOR'S NOTE:
bilingual
socioeconomic
constituency

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CNN NEWSROOM Guide

May 10, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45...02:20

Top Story ... 02:15...04:35
Citizens evacuate to Freetown as rebel forces retreat.

At Issue: "Love Bug" Law ... 03:05...07:40
The "Love Bug" virus underscores the need forinternational laws on Internet crime.

DAILY DESK ... 00:55...08:35

Business Desk ... 01:45...10:20
Experts say it's never to early to plan for retirement.

WORLDVIEW ... 00:20...10:40

Political Front ... 03:30...14:10
A U.N. exhibit honors the "righteous diplomats" of WWII.

Inside Africa ... 03:55...18:05
Juvenile offenders learn new skills at a South African youth center.

Divine Guidance: Mother Teresa Sainthood ... 03:05...21:10
The Catholic Church puts Mother Teresa on the fast track to sainthood.

NEWS CHRONICLE ... 00:35...21:45

Our World ... 02:15...24:00
A teenager shares his story of heroin addiction.

Turner Website Information ... 00:45...24:45
Information on the CNN NEWSROOM Daily Classroom Guide

Student Bureau ... 02:35...27:20
Widespread use of pagers and cell phones on campus contributes to a phone number shortage.

CNN NEWSROOM CLOSE ... 00:40... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Sierra Leone Evacuations

1. Where is the nation of Sierra Leone? What city is its capital? Who is the leader of therebel organization known as the Revolutionary United Front? Where was his headquarters untilMonday? What rumor is circulating about his disappearance? How is the U.N. responding to thischarge?

2. What nation has sent paratroopers into Freetown to try to restore a sense of normalcy? Whyare Sierra Leone's citizens still concerned about Foday Sankoh? Why are authorities conductingan investigation of the rebel leader?

3. This past weekend the United Nations lost contact with hundreds of its peacekeepers who may have been takenhostage by Foday Sankoh's forces. U.N. Secretary General Kofi Annan has asked the U.S. and other nations for a rapid reaction force to restore order in Sierra Leone. Do students think the Secretary General's request should be fulfilled? Have students work in groups to research the situation in Sierra Leoneand share their findings. Ask: Do you think the international community should send ina rapid reaction force to locate and rescue the peacekeepers, or is the situation too volatileto risk additional lives? Have each student write a position paper advocating or opposing international military intervention.

LINKS:
http://cnn.com/2000/WORLD/africa/05/09/sierra.leone.05/index.html
http://www.africanews.org/west/sierraleone/
http://www.slonline.net/news.htm

At Issue: "Love Bug" Law

1. Why do you think the Philippines has no computer crimes laws? What law might Philippineauthorities have to invoke in order to prosecute the creator of the "ILOVEYOU" virus?How does this situation illustrate the need for international laws over Internet crime?

2. In the video we learn that the U.S. and the Philippines have an extradition treaty.What is extradition? Under what condition can this treaty be implemented? What lawwould the U.S. rely upon that treats hacking as a felony? What punishment could resultfor each offense in the U.S.?

3. Many attorneys will tell you that Internet law, even in the U.S., is a new field.There are many considerations currently involved in drafting laws that regulate the use of theInternet, including free speech and the right to privacy. Do you think there shouldbe laws governing Internet use? If so, to what extent would you want to see Internetuse regulated, and why? If not, why not? How would you differentiate between free use of the Internet and "hacking"?

4. The United States relies upon the Computer Fraud and Abuse Act to punish hackers.Have students work in groups to research the objectives and provisions of thislaw. Then challenge each group to use portions of this law and their own ideasto create a draft of an "International Treaty on Cyberspace." Have each grouppresent its draft and discuss its benefits and potential pitfalls.

LINKS:
http://cnn.com/2000/TECH/computing/05/09/ilove.you/index.html
http://www.digitalcentury.com/encyclo/update/comfraud.html
http://www.scccd.cc.ca.us/pages/use_pol/cfaa1986.html
http://www.web-police.org/

EDITOR'S NOTE:
Revolutionary United Front
Foday Sankoh
Sierra Leone
Freetown
credit card fraud
hackers
extradition treaty

DAILY DESK

Business Desk: Child Retirement Accounts

1. Why is Cissie Chrisco setting up a retirement fund for her 3-year-old grandson? What isSocial Security? When and under what circumstances was the system created? Who benefitsfrom this program? Why do you think some believe that Social Security will not beavailable years from now?

2. What kind of investment has Ms. Chrisco chosen for her grandson? What are some of the features of this trust? What is an "irrevocable gift"? What are the advantages of this investmentplan? Are there any downsides?Explain.

3. Individual Retirement Accounts, also known as IRAs, became available in the U.S. in 1975. Thisis another option for those wishing to save for retirement. Inform your students that thereare different retirement investment options, including IRAs, Roth IRAs, SEPs, trusts, and annuities to name a few. Divide the class into small groups and have each choose one option to research. Remind students that financial planners, bankers and investmentprofessionals are excellent resources for information in this field. Direct each group togather information about the retirement investment's advantages and disadvantages, includingany tax breaks, investment risks and management fees. Have each group present its retirement investment option as a television commercial. After all the commercials have beenpresented, discuss who would benefit most from each of these retirement plans, and why.

LINKS:
http://www.ssa.gov/SSA_Home.html
http://www.dcu.com/onlineserv/calculators.html#savings
http://www.dcu.com/prodserv/business/b_sav.html
http://www.fmstatebank.com/retirement.htm
http://www.rcu.org/irarates.html
http://www.northeastinvestors.com/Pages/neit_ira.html

EDITOR'S NOTE:
Social Security Act
irrevocable
trust
annuity
tax-deferred

WORLDVIEW

Political Front: "Visas for Life"

1. What organization is sponsoring the exhibition, "Visas for Life: The Righteousand Honorable Diplomats"? What is a diplomat? How many Jewish peopledid diplomats save during WWII? What did the diplomats do to save thesepeople's lives? Do you think this exhibit is important? Explain.

2. Ask students to share what they know about the treatment of the Jews and otherpersecuted groups during WWII. Group students. Have each group prepare a presentation about one of the diplomats that is profiled in the U.N. exhibition and how thisindividual used his position to save the lives of Jews and others who were in peril.The diplomats featured in the exhibit include:
   - Carl Lutz, Raoul Wallenberg and Per Anger from Sweden
   - Giorgio Perlasca from Spain
   - Hiram Bingham from the U.S.
   - Aristides de Sousa-Mendes from Portugal
   - Feng Shanho from China
   - Jan Zwartendijk from the Netherlands
   - Harry Duckwitz from Germany
   - Paul Komor from Hungary.

   Challenge students to determine: What motivated the diplomat to help the Jews?What personal risks did this person assume by helping these people? Whatbecame of the diplomat after the war?

   After the presentations ask: Would youconsider these diplomats heroes? Why or why not?

3. Inform students that since the Holocaust there have been severalepisodes of genocide, including the Khmer Rouge massacres in Cambodia, the genocide in Rwanda, and the ethnic cleansing that occurred last year in Kosovo. Assist your students in conducting research to learn more about the causes and consequences of these incidents of genocide. Share studentfindings. Ask the class to consider why genocide continues to happen, no matter how much humanity advances in other areas. What can and should be doneto stop another such human tragedy from ever happening again? Discuss.

LINKS:
http://www.yad-vashem.org.il/
http://history1900s.about.com/gi/dynamic/offsite.htm?site=http://www.wiesenthal.com/
http://members.aol.com/nyrules9/sugihara.html
http://www.swissemb.org/press/html/carl_lutz.html
http://www.jewishculture.org/jewishmuseums/sugi.htm
http://home.snap.com/main/channel/item/0,4,-9375,00.html
http://www.unhchr.ch/
http://www.preventgenocide.org/

Inside Africa: South Africa Youth Center

1. Where is the Dyambu Youth Center located? What is the purpose of thiscenter? Who is likely to end up at this center? What kinds of "rolemodels" do these young men have? Are the conditions in the prisonsconducive to rehabilitation? Explain.

2. What kinds of programs can be found at this center? What kind of commitmentdo the offenders have to make to the center when they arrive? Based onwhat you have seen in the video, does the center appear to be effective?State your rationale.

3. Sadly, violent crime is on the rise in South Africa. Have students work in groupsto learn more about the crime situation in South Africa, some of the contributing factors to this trend, and what is being done about it,and share their findings. Discuss how high crime statistics have asocial, political and economic impact on a nation: How is crime affectingthe nation of South Africa in terms of social and political stabilityand international investment? If programs like those at the DyambuYouth Center are effective, how might their impact be felt nationwide?

LINKS:
http://www.icon.co.za/~lynnami/crime.htm

http://www.equest.demon.co.uk/crime.htm
http://www.southafrica.co.za/daily_news/june1999/june28-3099/news29061999.html

Divine Guidance: Mother Teresa Sainthood

1. Who was Mother Teresa? What is a "saint"? Why do many people believe that she should be declared a saint? What is canonization? What musthappen before the Catholic Church can declare Mother Teresa a saint?

2. Why do you think Pope John Paul II has waived the usual waiting period for sainthood?Do you think that his waiver will set a precedent for future beatification and canonization processes? Why or why not?

3. Have students research the life of Mother Teresa. Conduct a classdiscussion in which students examine answers to the followingquestions: In what ways can Mother Teresa be a symbol of hope to the world today? In what ways can she be a role model for teens? What do you admire about Mother Teresa? Are there details about her life that you do not admire? Explain. In your opinion, should MotherTeresa be made a saint? Explain. If so, do you think Pope John Paul IIshould accelerate the process of making her a saint? Why or why not?

   EXTENSION: Have students research the caste system in India andcompare it to other social hierarchies, including the hierarchiesat their school. Have students review the scope of Mother Teresa'sselfless acts, including how she helped India's "untouchables." Then, challenge students to practice one of Mother Teresa's lifestyleexamples for a day, by helping others through selfless acts. Have students write journal entries about the day and discuss their experiences with the class.

LINKS:
http://www.gargaro.com/mother_teresa/
http://news.bbc.co.uk/hi/english/world/newsid_288000/288392.stm
http://www.mcgill.pvt.k12.al.us/jerryd/cm/saints.htm
http://www.catholic.org/saints/index.shtml

EDITOR'S NOTE:
diplomats
visas
Holocaust
rehabilitated
tuberculosis
Vatican
miracles
Mother Teresa

NEWS CHRONICLE

Our World: Teens and Heroin

1. Who is Michael Nevins? When did he start using heroin? How much money did his habit costhim every week? How did he finance his addiction? How did his addiction affect him emotionally?

2. What do the statistics tell us about heroin addiction among teens? How did Michael's momreact to the discovery of her son's addiction? What did Michael and other recovering teen addicts tellthe Senate Caucus on International Narcotics about heroin and teenagers?

3. For how long has Michael been free of heroin? In spite of this, why do experts say his willbe a long struggle? If you were a friend of Michael's, how might you offer your supportto help him stay clean?

4. What are the long-term effects and medical complications of heroin use? Have students consultthe Internet and other resources, including healthcare professionals, to find the answersto this question. Share student findings. Discuss ways to make teenagers aware of themedical consequences of drug abuse and to what extent this knowledge might prevent more teenagers from using drugs.

LINKS:
http://cnn.com/2000/US/05/09/heroin.drug.profile/index.html
http://www.usdoj.gov/dea/
http://www.nida.nih.gov/ResearchReports/heroin/heroin.html
http://www.goaskalice.columbia.edu/1209.html

Student Bureau: Campus Cell Phones

1. According to the video, how might technology's popularity be its downfall? How soon could the entire North American numbering plan exhaust itself? What is the Federal CommunicationsCommission planning to do in response to this situation?

2. Why do you think college students constitute such a large market for cell phones and pagers?Why do the students interviewed in the video consider cell phones "must haves"? What do you think should be done to address consumer demand for these devices and an impending shortageof phone numbers?

3. Some regions of the U.S. have already resorted to ten-digit dialing in response to an explosionof new phone accounts. What is ten-digit dialing? Is it used in your area? Whether or notthis plan is already in use where you live, do you/would you consider it an inconvenience ora necessity? Explain. Why is ten-digit dialing only a temporary solution?

4. It may be difficult for students to comprehend the fact that the U.S. is running out of phone number and area code combinations. Have them consult the the second website below, to learn more about this dilemma. Havestudents conduct research to determine the number of usable area codes in the U.S.(680) and the number of phone combinations per area code in the U.S. (7,920,000). To further illustrate the problem, discuss the limitations on U.S. telephone numbers (for example, the fact that a telephonenumber cannot begin with the numbers "911,") and the current method of allotting telephone numbers in the U.S.

LINKS:
http://www.fcc.gov/
http://www.fcc.gov/Bureaus/Common_Carrier/Factsheets/areacode.html
http://www.prodial.com/codes1.html

EDITOR'S NOTE:
heroin
suburban
morphine-based
addict
cell phones
pagers
FCC
area codes

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

May 11, 2000

Don't forget: CNN NEWSROOM and the Daily Guide are here for you, all summer long! Archive the news of this election year for your students next fall!

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:15...02:50

Top Story ... 02:30...05:20
The U.S. Court of Appeals hears the Elian Gonzalez case today.

DAILY DESK ... 00:50...06:10

Science Desk ... 02:05...08:15
A new "opto-chip" might exponentially increase the speed of the Internet.

Science Desk Extra: Cell Phone Danger? ... 02:05...10:20
The debate continues over cell phones and possible health hazards.

WORLDVIEW ... 00:30...10:50

Information Please ... 03:05...13:55
Conflict among its nations prevents growth and development in Africa.

Check it Out ... 02:15...16:10
A French expedition has discovered a pyramid build for a queen.

Culture Watch ... 04:00...20:10
Parisians ponder whether garden gnomes are an art form or lawn clutter.

NEWS CHRONICLE ... 00:25...20:35

At Issue: School Uniforms ... 02:05...22:40
Parents and students are at odds over the issue of school uniforms.

Our World ... 04:25...27:05
Meet the newest voice of country music.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

55

TODAY'S NEWS

Top Story: Elian's Fate

1. Where is the 11th U.S. Circuit Court of Appeals based? Why have protesters gathered there? Who is Elian Gonzalez? Review the events that have transpired since Elian arrived in the U.S.
2. What is the task before the Court of Appeals? What two sides of Elian's family will be represented before the court? What does Juan Miguel Gonzalez want for his son? How did the Court of Appeals give Elian's Miami relatives hope in its interim ruling? How did the Immigration and Naturalization Service enforce its ruling on custody of Elian? Why is Elian's age at the core of the debate over political asylum? What recourse do Elian's Miami relatives have if they lose their case?
3. What arguments will each side present before the Court of Appeals? Have students work in groups to research both perspectives of the political asylum case for Elian and share their findings. Then direct each student to assume one side and prepare a written opinion that he/she would offer to support that argument.

LINKS:
http://cnn.com/2000/LAW/05/10/elian.preview/index.html
http://cnn.com/2000/US/05/09/elian5_9.a.tm/index.html
http://cnn.com/2000/LAW/05/05/cossack.column/index.html
http://libertyforelian.org/

EDITOR'S NOTE:
Elian Gonzalez
asylum
alien
political asylum
interim ruling

DAILY DESK

Science Desk: "Opto-Chip"

1. Why do you think many companies are trying to increase the speed of the Internet? What part of the information transfer process "slows things up?" What part of the process does the "opto-chip" address? How does it help unclog telecommunications networks?
2. What hardware would you need to take advantage of the opto-chip's speed increase? What new uses would a significant increase in information transfer speed introduce? What type of an impact do you think the opto-chip will have in the near and distant future?
3. According to Einstein, the speed of light is the fastest anything can travel. When companies use fiber optics to send information they are using the fastest medium possible. To better understand where the opto-chip fits into the information transfer process, challenge your students to create an information transfer diagram or flow chart. Have each student:
    1. Use the Internet sites below and other current information sources to trace the path information follows when delivered on an optical fiber network;
    2. Draw a chart or diagram showing the starting or transmission point, intermediate points and the ending or reception point. Be sure to have students include whether the information is electronic, digital or laser optic at each stage;
    3. Label the points where information is translated from one form into another;
    4. Label the point where the opto-chip would be used;
    5. Write a one paragraph summary below the chart or diagram that explains the information transfer process.

In a class discussion, have students explain why they think there is a current emphasis on digital to optical information transfer and relate their opinions back to information given in the news story.

LINKS:
http://www.att.com/technology/forstudents/brainspin/fiberoptics/laser.html
http://www.att.com/technology/history/chronolog/77fiber.html
http://www.sff.net/people/Jeff.Hecht/history.html
http://www.zdnet.com/zdnn/stories/news/0,4586,2523487,00.html
http://alphawire.com/pages/258.htm
http://www.att.com/technology/forfun/brainspin/fiberoptics/about.html

Science Desk Extra: Cell Phone Danger?

1. What health hazards might be associated with cell phone use? How has the FDA reacted to claims that cell phone use is a health hazard? How do cell phones work? Which uses more microwave power, a microwave oven or a cell phone? Why, then, do some consider cell phones dangerous to your health? If you're concerned about the possibility of health hazards resulting from cell phone use, what can you do to protect yourself?

2. When is technology hazardous to your health? Divide the class into groups. Have each group choose one benefit of technology, such as electric power, x-rays or microwave cooking and gather information on any health risks that might be associated with that technology. For example, a group might concentrate its investigation on the long-standing debate over electromagnetic fields near high voltage power lines: Does living near power lines cause cancer and other illnesses? Have each group present its evidence and discuss how scientists would go about establishing, once and for all, whether there is a connection between that form of technology and health problems.

LINKS:
http://www.consumeraffairs.com/news/cell_phone_cancer_link.htm
http://www.emxgroup.com/emfissues/emfissues23.html
http://www.ecomall.com/greenshopping/magnet.htm

EDITOR'S NOTE:
download
holograms
opto-chip
fiber optic
DSL
cable modem
FDA
microwave radiation

WORLDVIEW

Information Please: African Conflicts

1. Why are many importers afraid to buy handicrafts made in Africa? What image do many international traders have of Africa? Do you think this is a fair assessment? Why or why not?

2. What are some of the current "hotspots" in Africa? Why do you think the expert interviewed in the video calls these "clusters of conflict"? List some of these clusters of conflict and the factions that are fighting there.

3. Inform your students that according to the U.S. State Department, Africa now has more armed conflicts than any other continent. Have your students work in groups to research the specifics behind these conflicts. Instruct students to focus their efforts on the role of tribalism, ethnic

tensions and the rise of warlords in Africa's political instability. Share student findings. Discuss how the spread of arms and allegiances beyond national borders have led to a kind of "warfare by proxy" in Africa. How would elimination of these conflicts benefit African nations both politically and economically?

LINKS:
http://www.state.gov/www/regions/africa/9907_africa_conflict.html
http://www.oneworld.org/outlook/africa/
http://www.reliefweb.int/mapc/index.html
http://www.synapse.net/~acdi20/welcome.htm

Check it Out: New Egyptian Pyramid

1. Where are the ancient pyramids? How many pyramids now exist? Where was the latest discovered pyramid found? Whose tomb is it believed to be? Why is this a significant discovery?

2. Ask students to relate what they know about the Great Pyramids. Some who have studied these ancient wonders say that there is symbolism behind their construction. Some experts claim, for example, that if one measures the four walls of each pyramid as a straight line, and adds the four walls' measurements together, the number totals 36,524 inches. While some say this number is insignificant others point out that if we move the decimal it comes to 365.24, the exact length of a solar year. Do students think that this coincidence or by design? Have students work in groups to research other mysteries and symbolism of the Great Pyramids, and share their findings. Ask students to speculate as to what mysteries the Queen's Pyramid might hold.

LINKS:
http://touregypt.net/cheops.htm
http://www.europa.com/edge/pyramid.html
http://ce.eng.usf.edu/pharos/wonders/pyramid.html
http://www.hunkler.com/pyramids/pyramid_symbolism.html
http://unmuseum.mus.pa.us/kpyramid.htm

Culture Watch: Garden Gnomes

1. What is the Louvre? For what kinds of art is this institution known? What are garden gnomes? From the expressions on their faces, what do many Parisians think about the garden gnome exhibit at the Louvre? Do you think the garden gnomes are art? Explain.

2. Have you ever been to an exhibit of art that was a bit out of the ordinary? If so, describe what you saw. What kind of art would you like to see on display in a museum? Why? Do you think others would consider it art as well? Why or why not?

3. From their positions on lawns around the world, garden gnomes "see" many things. Challenge your students to put themselves in the place of these yard decorations. Have each student choose a location, anywhere in the world, and consider what he or she would see as a garden gnome. Challenge each student to use personification to write what he/she sees in a day in the life of a garden gnome.

LINKS:
http://www.expressindia.com/fe/daily/19971113/31755803.html
http://www.business-server.com/newsroom/ntn/world/082297/world18_2915_noframes.html
http://www.langarden.com/Product/Gnomes.htm
http://www.tradition-shop.de/

EDITOR'S NOTE:
volatile

BEST COPY AVAILABLE

clusters
pyramid
Cairo
afterlife
The Louvre
garden gnome
artistic merit

NEWS CHRONICLE

At Issue: School Uniforms

1. What U.S. school system has now become the first to require uniforms in all city schools? How are many students reacting to the new rule?
2. What does "conformity" mean? In what way are students in Philadelphia City Schools being told to conform? Why do you think students feel this conformity is a bad thing? Do young people typically conform to some things? Explain. If so, why do you think many young people have a problem with school uniforms?
3. How do the parents interviewed in the video feel about school uniforms? How do the results of a nationwide study support their view? What input will students have in the implementation of the new policy in Philadelphia? Do you think school officials will be able to get student support for the policy? Why/why not?
4. If your school already requires uniforms, generate a class discussion about them and their benefits and downsides. Do students have input into the design of their uniforms? What changes would they make if they could? If your students are not required to wear uniforms, ask them to objectively consider the pros and cons of mandatory uniforms. If evidence demonstrated that school uniforms promoted academic achievement and safety, would students be willing to sacrifice fashion individuality and wear them? Why or why not? Discuss.

LINKS:
http://www.youdebate.com/DEBATES/school_uniforms.HTM
http://www.msue.msu.edu/msue/cyf/ttunifor.html
http://www.parentsoup.com/experts/bergstrom/Gfeb6.html

Our World: Voice of Country

1. Who is Katy Benko? How old is she? In what way is her life like that of other teenagers? How is it different? How did she become interested in country music? When did Katy begin performing? What awards and achievements can she claim?
2. How did Katy feel the first time she performed in concert? How did her fans react? Who is Julie Crosson? How does her presence in the band help Katy both professionally and personally? Do you think a famous teenager can lead a "normal" life? Why or why not? If you were Katy's friend, how might you help her remember that she's still a "normal" teenager?
3. In the video we learn that Katy became interested in country music when she heard a Patsy Cline recording. Poll your students to see how many have heard of Patsy Cline, and what they think of her music. Point out that there are other country music legends who have provided inspiration to many young artists. Have each student research and profile his or her favorite country music performer, and play a recording by that performer in class.

LINKS:
http://www.katysings.com/
http://www.patsycline.com/

EDITOR'S NOTE:
conformity
country music
Katy Benko
Patsy Cline

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CNN NEWSROOM Guide

May 12, 2000

Looking for information on upcoming CNN NEWSROOM specials this fall? Go to http://turnerlearning.com/newsroom/specials.html.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 00:45...02:00

Top Story ... 04:00...06:00
-What began as a controlled fire rages uncontrolled in New Mexico.
-Some criticize the federal government's controlled burn policy.

In the Headlines ... 02:10...08:10
A federal court hears the Elian Gonzalez case.

DAILY DESK ... 00:50...09:00

Editor's Desk ... 03:25...12:25
Websites help people search for their roots.

WORLDVIEW ... 00:45...13:10

Top of the World ... 01:35...14:45
India reaches a population milestone.

Culture Watch ... 03:45...18:30
A Jamaican artist promotes African unity through his paintings.

Artistry in Action ... 02:20...20:50
American and Chinese musicians join jazz sounds in Beijing.

Taking Care of Business ... 02:10...23:00
Barbie is the subject of a new London exhibition.

NEWS CHRONICLE ... 00:30...23:30

Our World ... 03:00...26:30
Chronically ill students attend a prom especially for them.

Look Ahead ... 00:30...27:00
May 18th: Fencing Champion

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Los Alamos Fires

1. How many homes have been damaged or destroyed as a result of the firestorm in Los Alamos? How are firefighters attempting to battle this fire? Why has the fire spread so quickly? What national facility has been closed as a result of this fire? Why? What is the status of the nuclear materials there?

2. What is the origin of this fire? Why does Senator Pete Domenici want it investigated? How is the Forest Service Chief defending the decision to set this fire? Why are some residents talking about suing the federal government?

3. What happened when the Bureau of Land Management started a controlled burn in Northern California last July? How did the resulting disaster serve as a lesson to other fire managers? Explain why controlled burns are still risky.

4. Why do authorities start controlled fires? Have students work in groups to conduct research into the reasons why controlled fires are set, and share their findings. Discuss the environmental and other benefits of these fires. For example, how are controlled fires used to help firefighters train? To promote safety? Then ask students to consider the possible hazards. Do students think the benefits of controlled burns mandate their continued use? Why/why not?

LINKS:
http://cnn.com/2000/US/05/11/nmex.fires.05/index.html
http://cnn.com/2000/US/05/10/los.alamos.scene.ap/
http://www.lvrj.com/lvrj_home/1997/Dec-18-Thu-1997/news/6622420.html
http://166.112.200.140/diz98/d1223n07.htm
http://home.att.net/~klossner/fire.html

In the Headlines: Elian's Day in Court

1. Review the legal arguments each side is presenting in the Elian Gonzalez case. What were some of the questions that the judges asked of each party's attorneys? How did the attorneys respond?

2. Why did this case come before the 11th Circuit Court of Appeals? What are the different courts in the U.S. Judicial System, and what is the role of each? Use this opportunity to introduce your students to the various courts (municipal, state, federal) in the United States. Discuss the role of appeals courts. Have students use their texts and other resources to research and create charts illustrating the U.S. Judicial System. Use the charts to explain the next step in the judicial process, if Elian's Miami relatives lose their case in the 11th Circuit Court of Appeals.

LINKS:
http://cnn.com/2000/US/05/11/cuba.boy.02/index.html
http://www.legal.gsa.gov/legal31.htm
http://lcweb.loc.gov/global/judiciary.html

EDITOR'S NOTE:
mesa
fire retardant
National Park Service
controlled burn

Bureau of Land Management
totalitarian
political asylum
purged

DAILY DESK

Editor's Desk: Genealogy on the Web

1. Name three websites that can help individuals trace their families' ancestors. What kind of information might you have to provide in order to use these sites to trace your relatives? Besides the Internet, what are other sources of information about personal genealogies? What are the National Archives?
2. Why do you think that so many people are interested in learning about their genealogy? Has your family ever traced your family tree? How far back do you have information about your family? Are you interested in this information? Why or why not? Why is it useful and important for people to know the details of their family ancestry?
3. Does it bother you that so much family information is readily accessible on the web? Why or why not? If so, do you think having access to this information violates personal privacy issues? Explain.
4. Direct each student to trace a family member, such as a great-grandparent or great-great-grandparent, using the sources featured in the video. Instruct each student to write an essay about the process, and whether or not he/she was successful. Have students share their findings and discuss.
5. Ask students to find out how much information they can locate about themselves on the web, using social security numbers, driver's license numbers, etc. After students present their findings, have students discuss the issue of personal privacy as it pertains to the Internet.

   EXTENSION: Challenge your students to think and write about the connection, if any, between searching for a family history and searching for identity and meaning in their own lives.

LINKS:
http://www.Cyndislist.com
http://www.Ancestry.com
http://www.nara.gov
http://www.familysearch.org

EDITOR'S NOTE:
genealogy
ancestors
historical database
Social Security number

WORLDVIEW

Top of the World: India One Billion

1. According to the video, approximately how many people are born in India each day? If this trend continues, how will India's population compare to that of other nations within 50 years? What does the occasion of the birth of the billionth citizen symbolize to many Indians?

2. How did the policies of Prime Minister Indira Gandhi deal a major setback to population control efforts in the 1970s? What factors are contributing to India's rapid population increase?

3. Some believe that India's one billion mark is a cause for celebration, citing an improved quality of life in the country as its cause. Others say there will be too many negative consequences from India's population growth. What do students think? Refer them to the Internet and other resources to look at both perspectives. Then have each student write an essay in response to the question: Is India's one billion mark a cause for celebration or a cause for concern?

LINKS:
http://www.indiainfo.com/news/Aug-23-99/19pop.html
http://www.bohra.net/archive/india.html
http://www.sci.tamucc.edu/~sterba/f99/Indiafood.htm

Culture Watch: Pan African Art

1. Who is Barrington Watson? Who are the subjects of his paintings? What is Pan Africanism? How does Mr. Watson promote Pan Africanism through his art?

2. When did Barrington Watson begin his mission of uniting Africans through art? What movement has inspired Mr. Watson? How does he hope his art will keep the philosophy of Pan Africanism alive? Are there any leaders of African descent not currently featured in Mr. Watson's work that you would like to see him paint? Explain.

3. Pan Africanism is based on the belief that emancipation and economic development of people of African descent can only be brought about by an appeal to the African sense of "wholeness." Ask students to consider what this means, and how Africa's colonial legacy has impacted that sense of wholeness. Then challenge your students to learn more about Pan Africanism. Have students work in groups to research the movement and its leaders. After groups share their findings, discuss how organizations like the OAU (Organization of African Unity) promote Pan Africanism. Discuss possible national, cultural and ethnic forces that work against the Pan African philosophy.

LINKS:
http://www.hartford-hwp.com/archives/30/index-fa.html
http://www.bday.co.za/98/1022/comment/e1.htm
http://syllabus.syr.edu/AAS/hgcampbe/aas312/civil.htm
http://www.health.org/mlk/biog.htm
http://www.oneworld.org/ips2/jun/africa.html
http://www.mcc.org/occasional/19/pan-africanism.html

Artistry in Action: China Jazz

1. What is jazz? Why did a group of American jazz musicians recently travel to China? Why do you think China has its own "thriving jazz scene"? What did the Chinese jazz musicians learn from their American counterparts?

2. What do your students know about jazz? Many students have not been exposed to this uniquely American musical art form. As students conduct group work or research, play some jazz recordings for them, and survey students to see what they think of this kind of music.

3. One of the things the American musicians tried to convey to the Chinese performers was not to get caught-up in the form of jazz, but to "project a musical personality." What do students think this means? How does each individual performer lend his or her own personality to music? Have each student profile a performer in any musical genre who has projected his/her personality on to his/her music. In class, share and critique recordings or performances by these individuals. Discuss how two different musicians or singers can perform the same song in very different ways.

LINKS:
http://www.mercurycenter.com/justgo/jazz/artist/china/
http://www.mercurycenter.com/justgo/jazz/artist/jang/index.htm
http://www.jazz-clubs-worldwide.com/index.htm

Taking Care of Business: Barbie Museum

1. What kinds of exhibits might visitors to the "Art of Barbie" see? Who are some of the designers whose work is on display at this exhibition? What do you think of these designs? Why do you think that Barbie was chosen to "model" them?

2. For over four decades, Barbie has been one of the world's most popular toys. More than 100 million Barbie dolls have been sold. In this time, Barbie has seen lots of changes to her image. What are some of the different Barbies that you have seen on store shelves, or that you or your family members may have owned? How does Barbie reflect changing styles and the changing roles of women? Why do you think her appeal is so widespread?

LINKS:
http://www.barbie.com/
http://badfads.com/pages/collect/barbiedoll.html

EDITOR'S NOTE:
one billion
Pan African
Barbie
jazz

NEWS CHRONICLE

Our World: Starlight Prom

1. What traumatic life experience has set Heather Snyder's life apart from most other teens' lives? Where was her prom? Who sponsors this event? How is this prom different from others with which you may be familiar? Why do you think the students are "comfortable" at this prom?

2. What is the Starlight Children's Foundation? If your students are unfamiliar with this organization, direct them to the websites below. Besides the prom, what other events and programs does the Foundation sponsor for chronically ill children? If your school encourages service projects, consider having your students focus their energies on one of the Foundation's programs, or create their own program or event aimed at helping chronically ill children.

LINKS:
http://www.starlight.org/
http://www.etonline.com/cgi-bin/get-article.pl?section=spotlight&table=NewsItems&id=18217&page=al

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EDITOR'S NOTE:
aneurysm
Starlight Children's Foundation
prom

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CNN NEWSROOM Guide

May 15, 2000

In observance of Memorial Day in the U.S. there will not be a guide on Monday, May 29, 2000.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT.::PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:35...03:10

Top Story ... 05:25...08:35
-Thousands of mothers rally in Washington, D.C. to push for tougher gun control laws.
-The U.S. remains a violent nation despite a seven year decline in violent crimes.

DAILY DESK ... 00:50...09:25

Environment Desk ... 02:25...11:50
Expert are pondering the future of the recycling movement.

Turner Website Information ... 00:45...12:35
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 01:10...13:45

Top Story ... 02:30...16:15
Seven grassroots environmentalists are awarded the Goldman Environmental Prize.

One World Habitat: Whale Rejected ... 02:45...19:00
Delegates vote to uphold the 1986 international moratorium on commercial whaling.

Wild Kingdom ... 02:15...21:15
Activists try to stop Makah whalers from killing gray whales.

Culture Watch ... 03:00...24:15
The Rain Forest Foundation sponsors its 10th annual Carnegie Hall fundraiser.

NEWS CHRONICLE ... 00:40...24:55

Diversity Trail ... 02:35...27:30
The "Face of America" sporting event increases the public's appreciation for diversity.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Million Moms March

1. What was the purpose of the "Million Mom March"? How many other U.S. cities held similar rallies? What was President Clinton's position on the march? According to 1997 statistics, how many children are killed by firearms in the U.S. each year? Why do you think the Million Mom March organizers chose to focus on mothers and to conduct the rally on Mother's Day?

2. What was the purpose of the "Armed Informed Mother's March"? How do these marchers' positions on gun control differ from the positions of the Million Mom March participants? Have students review the Second Amendment of the U.S. Constitution. Why do some people feel that limiting access to firearms is a violation of the Second Amendment? Do you agree? Why or what not?

3. How many Americans are killed by gun violence each year? How does gun violence in America compare to gun violence in other industrialized nations? Why do you think there are more gun deaths in the U.S. than in other industrialized nations? After discussing these questions, invite students to imagine they are journalists from another nation visiting the U.S. Have students write articles that illustrate how U.S. gun violence is perceived by other nations.

4. Inform students that "While both the U.S. House and Senate have passed their own gun control bills, lawmakers cannot reach agreement on certain key issues, among them the length of time allotted to conduct background checks for purchases made at gun shows." Refer students to multimedia resources to investigate why gun control legislation has been stalled in Congress for almost a year. Have students share their findings and discuss the political ramifications of the gun control issue. To what degree do you think the gun control issue will impact the 2000 presidential campaign?

5. Refer students to the websites below to create a chart that depicts both the existing and proposed U.S. gun laws. Some of the proposed gun control laws include: Waiting periods for handgun purchases and limiting the number of handguns an individual can purchase to one per month. Group students. Instruct each group to select one of the laws and prepare a presentation about the benefits and drawbacks of the law. After students share their information, have them write letters to their government representatives informing them of their positions on the gun control issue.

LINKS:
http://www.millionmommarch.com/
http://thomas.loc.gov/home/textonly.html#g
http://cnn.com/2000/ALLPOLITICS/stories/05/08/million.mom/index.html
http://cnn.com/2000/US/05/14/million.moms.02/index.html
http://www.orst.edu/dept/eli/bookmarksample.html
http://www.nra.org/
http://handguncontrol.org/
http://www.vpc.org/

EDITOR'S NOTE:
gun control
gun registration
interfaith service
Mother's Day
rally

DAILY DESK

Environment Desk: Recycling Reality Check

1. What situations and events caused the government and consumers to focus on recycling? What are recycling's biggest moneymakers? Why are manufacturers reluctant to make products from recycled materials? Why may the use of recycled products become more financially feasible for manufacturers in the future?

2. As our population continues to increase, what do you think should be done with the increasing amounts of waste? Do you agree with the assessment that recycling has reached its peak? Explain. What can be done to encourage more recycling and increased use of recycled materials? If recycling is not financially feasible and begins to decline, what will be the results? What do you think are some alternatives to recycling?

3. Consumers play an important role in recycling. To help students understand the present and future importance of recycling, challenge your students to develop informational flyers that effectively communicate why recycling is important to their community. Have students:
    1. Visit the websites below or other resources to discover reasons why consumers should recycle and how they can recycle in their community. Students should include answers to the following questions in their flyers:
        - Why should consumers recycle?
        - What products are recycled in your community?
        - About how much waste does your community produce?
        - What is the life expectancy for the landfills in your area?
        - Does your community have a curbside service or are there drop-off locations?
    2. Have students share their flyers. Discuss the pros and cons of recycling and have students explain why they think companies don't use more recycled materials. Have students develop ways to encourage companies to use more recycled materials.

    EXTENSION: Have students explain how the principle of supply and demand (see the last website below) affects the use of recycled materials by manufacturers. If manufacturers use more recycled materials could it affect the price of their products? Are higher prices worth a decrease in waste?

LINKS:
http://www.recycle-steel.org/index2.html
http://www.nerc.org/
http://www.edf.org/issues/Recycling.html
http://www.napcor.com/kids/index.html
http://www.nrc-recycle.org/
http://www.encyclopedia.com/articles/12488.html

EDITOR'S NOTE:
recycled consumer waste

WORLDVIEW

Top Story: Goldman Prize

1. What is the Goldman Environmental Prize? How are the winners selected? Who are this year's winners? For what work were they awarded the prize? What is a "grassroots activist"? Why was Rodolfo Montiel Flores unable to claim his prize? How do you think the Mexican government should handle Mr. Flores' situation?

2. Divide your class into six groups. Have each group prepare a multimedia presentation about

one of this year's prize recipients, their environmental issue and the impact of their efforts. Following the presentations, challenge students to identify other environmentalists who they think should be nominated for the Goldman Environmental Prize.

LINKS:
http://www.goldmanfund.org/whoweare.html
http://www.goldmanprize.org/
http://www.goldmanprize.org/recipients/recipients.html

One World Habitat: Whale Rejected

1. What is a moratorium? When was the international moratorium on commercial whaling established? Why? Has this moratorium been effective? Explain. What was the purpose of the Nairobi conference? Which nations want to lift the ban on commercial whaling? Why?

2. Which countries have been accused of "skirting" the moratorium and continue to hunt whales? Challenge students to conduct research to substantiate or refute these claims. Have students present their findings and discuss.

3. Whaling is still important to some countries. Challenge students to use the Internet and other resources to learn more about modern-day whaling: What countries are engaging in this business, what whale products do they sell and use, and how is whaling at the center of a modern environmental controversy? Share student findings and ask students to consider the environmental, economic and political impact if whaling were to be banned. Then have each student write an essay in response to the question: Should the international moratorium continue to be enforced?

LINKS:
http://www.cnn.com/2000/NATURE/05/04/japan.australia.whales.reut/index.html
http://www.ifaw.org/
http://www.greenpeace.org/
http://earth.agu.org/revgeophys/butman01/node4.html

Wild Kingdom: Makah Whaling

1. Who are the Makah Indians? Why do they hunt gray whales? What were the antiwhaling activists doing to stop the Makah whalers? Why? What was the role of the U.S. Coast Guard? Do you think the U.S. Coast Guard dealt with the situation appropriately? Why or why not?

2. Divide your class into three groups. Refer each group to multimedia resources, including the links below, to research one of the following topics related to the Makah whaling issue:
    1. The Makah tribe and the history and significance of whale hunting to Makah people
    2. International and U.S. whaling laws, including the 1855 Treaty of Neah Bay (located on the last website below), and the role of the U.S. Coast Guard
    3. The gray whale and why activists are fighting to protect these whales.

    After each group gathers its information, conduct a summit to discuss whether or not the Makah tribe should be allowed to continue hunting whales. Following the summit have each student write a paper describing his/her position on the issue.

    EXTENSION: Review the following information with your class: Japan and the U.S. are facing off over whales, with the Japanese government accusing the American government of hypocrisy for allowing the Makah tribe to hunt whales while refusing the same right to traditional whalers in Japan. Have small groups of students draw upon their knowledge of whale conservation, whaling laws, the Japanese whaling industry, and the Makah whalers to consider the political and environmental aspects of this issue. Have each group adopt a stance on the issue. Then direct each groups to assume the role of the U.S. diplomat and present its position in the form of a speech to the Japanese government. Have each group select a member to present its speech to the class.

LINKS:
http://www.cnn.com/TECH/science/9811/02/makah.whaling/
http://www.nwifc.wa.gov/whaling/whaleplan.html
http://www.makah.com/
http://www.geocities.com/Yosemite/7431/treaty.htm

Culture Watch: Rain Forest Benefit

1. What organization is sponsoring the Carnegie Hall benefit? What is the goal of the benefit? How much money have these concerts raised since 1990? Which musicians performed at this year's concert? Why do you think the performers agreed to participate in the show?

2. Why is rain forest preservation important? Divide the class into groups. Refer each group to the websites below to prepare a presentation about one of the following aspects of rain forest conservation:
    1. The location of the earth's rain forests
    2. Why rain forests are important to the climate
    3. How rain forests are important to the practice of medicine
    4. The rain forests' indigenous cultures, and why the fate of the forests and the fate its inhabitants are inextricably linked
    5. The scope and significance of the rain forests' ecosystems.
    6. The global rates of destruction.

    Following the group presentations, have your class support the rain forests by sponsoring a rain forest conservation awareness day at your school. Refer students to online resources to identify a list of organizations, including the Rain Forest Foundation, that are dedicated to preserving the rain forests. Group students and have each group select an organization from the list. Direct each group to prepare a display table that presents the history of the organization and the impact of its efforts, as well as facts about the importance and status of rain forest conservation.

LINKS:
http://www.savetherest.org/home.html
http://www.savetherest.org/events.html#benefit
http://forests.org/recent.html
http://www.panda.org/

EDITOR'S NOTE:
minke whales
moratorium
indigenous people
Norway
grassroots
Japan
Kenya

NEWS CHRONICLE

Diversity Trail

1. What is "Face of America"? What organization is sponsoring the event? Who is participating in Face of America? Why? What is the goal of the event? Do you think Face of America will be successful? Why or why not?

2. Do you think that people with physical disabilities are discriminated against in the U.S.? If so, how and why? How is World T.E.A.M. Sports creating opportunities for disabled individuals?

3. Do you live in a diverse community? Explain. If so, how would you describe the relationships between different groups? Do you think the citizens in your community appreciate the value of

difference? Why or why not?

4. What is prejudice? Why are some people prejudice? What problems can occur as a result of prejudice? Have you ever experienced discrimination? If so, describe the experience and how it affected you. What is diversity? Why is it important to appreciate diversity? In your opinion, how can we each learn to appreciate and respect people who are different from ourselves? Do you think it is possible for people to overcome prejudice? If so, how?

5. Help your students create a list of the major problems in American society. Have students discuss the extent to which prejudice and discrimination contribute to these problems. Then divide your class into two groups to debate the following resolution: Cultural diversity in the U.S. is beneficial to the society as a whole.

LINKS:
http://www.worldteamsports.org/
http://www.faceofamerica.org/

EDITOR'S NOTE:
diversity
Boston
San Francisco
fitness
St. Louis

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

May 16, 2000

Democracy in America puts this year's election in perspective for students. Look for this ongoing series each Tuesday on CNN NEWSROOM.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:50...02:25

Top Story ... 03:00...05:25
Sierra Leone's RUF rebels release 139 U.N. hostages.

DAILY DESK ... 00:45...06:10

Health Desk ... 03:00...09:10
Predictive tests are being used to assess whether children are at risk for committing violence.

Quiz Question ... 00:20...09:30
Today's quiz question is about dust mites.

WORLDVIEW ... 00:50...10:20

Inside Africa ... 03:40...14:00
TEACHERS PLEASE PRESCREEN THIS STORY
Ethiopia is devastated by famine.

Political Front ... 02:50...16:50
The Taliban destroys a major portion of Afghanistan's opium poppies.

World of Science: Chinese Medicine ... 02:55...19:45
A conference in Beijing promotes the advancement of Chinese medicine.

NEWS CHRONICLE ... 00:45...20:30

Student Bureau ... 03:00...23:30
Many people are allergic to dust mites.

Turner Website Information ... 00:45...24:15
Information on the CNN NEWSROOM Daily Classroom Guide

Democracy in America ... 03:15...27:30
The Internet has changed therules in media coverage of politics.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: War in Sierra Leone

1. What is the name of the rebel group that is trying to take control of Sierra Leone? When and why did the Revolutionary United Front rebelstake more than 500 members of a U.N. force into custody? How werethe hostages captured? How has the international community responded to this incident? Why do you think the RUF freed 139 of the U.N. hostages? Do you think seizing the U.N. hostages will benefit the RUF? Why or why not?

2. What are U.N. peacekeeping forces? How do these U.N. forces differ from national armies? Why do you think the U.S. government wantsNigeria to send troops to Sierra Leone? If Nigeria were to send forcesto Sierra Leone, do you think they should fight under their national flagor as part of the U.N.? Explain. Do you think the U.S. should send troops to Sierra Leone? Why or why not?

3. Have students share what they know about the history, status, and impactof the civil war in Sierra Leone. Have students address the statusof the Lomé Peace Accord and the role of the U.N. in the Sierra Leone conflict.If necessary, refer students to the websites below for background information about the conflict. After students present their findings, have each student write a position paper about whether or not he/she thinks the U.N. should be in Sierra Leone. Have students present their papers and have them identify the different ways that the conflict might be resolved. Ask: Do youthink peace can be achieved in Sierra Leone?

LINKS:
http://www.cnn.com/etv/cwc/WORLD/africa/story5.html
http://www.sierra-leone.org/slnews.html
http://www.africanews.org/west/sierraleone/
http://www.slonline.net/news.htm
http://www.un.org/Depts/dpko/unamsil/body_unamsil.htm
http://www.un.org/Depts/dpko/

EDITOR'S NOTE:
U.N. Security Council
Revolutionary United Front
Sierra Leone
hostages
Foday Sankoh

DAILY DESK

Health Desk: Violence Testing

1. How and why are predictive tests being used to assess whether children are at risk for committing violence? What are the benefits and drawbacks of these tests? Why do you think finding a way topredict or prevent violence has become a "cottage industry"?

2. In your opinion, what should a child do if a predictive test were toidentify him/her as being at risk for committing violence? How shouldthe child's family, school, and peers respond to this information? Do you think all kids should be given predictive tests to assess whetherthey are likely to commit violent acts? Why or why not?

3. What percentage of U.S. schools are free from "serious" violence?Do you feel safe at your school?

Why or why not? Has your school taken steps to prevent in-school violence? Explain. If so, do you think these measures have been effective? Why do you think school violence occurs? Do you think school violence is a symptom of a bigger problem insociety? Explain.

4. Why do some people commit violence? Refer students to the websites below to learn more about the triggers and the psychological consequencesof violence.
    1. After students share their findings, challenge small groupsof students to develop role-plays that depict the escalation of apotentially violent situation.
    2. Have each group stop its role-playbefore the violence occurs.
    3. Next, ask the audience to identify the warning signs and the potential triggers for violence in the scene.Challenge the audience to recommend ways to de-escalate the volatilesituation.
    4. Then have the group act out the audience's suggestions to see which course of action would be the most effective.

    Followingeach role-play, instruct the actors to remain in character and have themtalk about how they felt during the course of the conflict andits resolution.

LINKS:
http://www2.ncsu.edu/ncsu/cep/PreViolence/eoto99.htm
http://www.lalc.k12.ca.us/essay/7_24/schvioldigest.html
http://www.cdc.gov/od/oc/media/fact/violence.htm
http://helping.apa.org/warningsigns/index.html

EDITOR'S NOTE:
violent impulses
empathy
predictive test
violence prevention
cottage industry

WORLDVIEW

Inside Africa: Ethiopia Famine

1. What is famine? How are the children and parents of Ethiopia being affected by famine? What religion do many Ethiopians practice?What ancient tradition is being maintained by Ethiopia's children?Do you think this is important? Why or why not?

2. "International aid workers say the drought that has brought famine toparts of Ethiopia is not as severe as the one that devastated thecountry in 1984-'85, but, they say, the situation has changed since then both for the better and the worse." Refer students to onlineresources to identify the contributing factors to Ethiopia's currentfamine. As a class, discuss how the situation in Ethiopia has changedsince 1984-1985. What might the Ethiopian government and the internationalcommunity learn from the 1984-1985 famine that could help them deal with Ethiopia's current famine?

3. Share the following background information with your class: "Ethiopia, which is landlocked, is embroiled in a 23-month war with its neighboring country, Eritrea. Before the conflict broke out, 75 percent of Ethiopia's relief food needs came in through Eritrea's port of Assab. However, though Ethiopians are suffering, Ethiopia's leaders arerefusing to use the port of Assab, which is making it more difficult for U.N. aid workers to organize the flow of food."

    Refer students to thewebsites below to learn more about the history of the Ethiopia-Eritrea conflict and its impact on Ethiopia's famine. Then divide your class into three groups, each representing the Ethiopian government, the Eritrean government, andthe U.N. Have each group compose a position statement related to the currentsituation in eastern Ethiopia from its assigned perspective, and present its statement in class. As a class, identify the points of agreement and points ofconflict among the groups. Ask students: What is the starting point to solve the problem of hunger in Ethiopia? What problems must be overcome?

LINKS:
http://www.cnn.com/2000/WORLD/africa/04/30/ethiopia.famine/
http://www.cnn.com/2000/WORLD/africa/04/18/ethiopia.survival.story/
http://www.cnn.com/2000/WORLD/africa/04/14/famine.ethiopia.02/
http://etonline.netnation.com/
http://www.flyingfish.org.uk/articles/eritrea/strawbs.htm
http://www.savethechildren.org/

Political Front: Afghan Opium

1. Where is Afghanistan located? Who are the Taliban? What percentage of Afghan workers earn their living from agriculture? What type of raw drug is produced from opium poppies? Why did the Taliban has agree to cut opium poppy production in Afghanistan? Do you think this action will enhance relations between the Taliban and the international community? Why or why not?

2. In addition to destroying poppy crops, in recent weeks the Taliban also have made a show of destroying confiscated drugs. Though they have outlawed hashish smoking, poppy growing hasnot been outlawed, because the Taliban say they need international assistance to help poor farmers find alternative crops. Refer studentsto online resources to investigate possible ways that Afghani peoplecan subsidize the income lost from harvesting poppies. Have studentsexamine how the nation of Myanmar has dealt with this issue. What agricultural products might replace opium poppies in Afghanistan?

3. Divide your class into three groups. Have each group utilize the websites listed below to prepare a presentation about either the political, economic or social dimensions of drug production and drug traffickingin Afghanistan. Following the group presentations, discuss how the international community can help to eliminate drug production and drugtrafficking in Afghanistan. Poll students to find out if they thinkAfghanistan will be able to eliminate heroin production.

LINKS:
http://www.cnn.com/2000/ASIANOW/central/04/05/afghanistan.drugs.ap/
http://www.ukcia.org/lib/stats/control.htm
http://www.unesco.org/
http://www.odci.gov/cia/publications/factbook/af.html
http://www.afghanistans.com/
http://travel.state.gov/afghanistan.html
http://www.afghan-ie.com/
http://www.undcp.org/

World of Science: Chinese Medicine

1. What issues are being addressed at the Beijing 2000 InternationalCongress on Traditional Chinese Medicine? What is the premiseof Chinese medical theory? What is "qi"?

2. What are some of the differences between Western and Chinesemedicine? Why do youthink traditional Chinese medicine is becoming popular in Western cultures? What is acupuncture? How does it work? For what illnessesis acupuncture recommended? Do you think acupuncture will ever replacemodern Western medicine? Why or why not?

3. Directs students to the websites below to learn more about the similaritiesand differences between

Chinese and Western medicine. According to experts, "the goal of Chinese healing is the restoration of balance inthe body." Ask students: Do you think the mind/body connection influences the causesand treatments of disease in your culture? Explain. What historic andcultural factors contribute to the differing philosophies underlyingChinese and Western medicine?

4. Group students. Refer each group to multimedia resources, including the websites below, to research how Western and Chinese physicians might diagnose and treat a particular ailment such as cardiovascular diseases, rheumatism, diabetes, obesity, cancer and HIV/AIDS. As a classcreate a comparison chart that depicts the groups' findings. Than ask students: What might Chinese and Western physicians learn from each other?

LINKS:
http://www.cnn.com/NATURE/9910/07/asia.quest/index.html
http://chineseculture.about.com/msub101.htm
http://www.qi-journal.com/TCM.html
http://www.healingpeople.com/
http://www.mayohealth.org/

EDITOR'S NOTE:
acupuncture
herbal treatment
yin and yang
chronic
World Health Organization

NEWS CHRONICLE

Student Bureau: Dust Mites

1. What are dust mites? Where do they live? Why are dust mites and dustmite feces a problem for many people? What is the correlation betweendust mites and asthma? What can people do to prevent dust mites?

2. Do you suffer from allergies? If so, describe your symptoms and how youmanage these symptoms. Do your allergies impact the quality of yourlife? Explain.

3. Inform your class that "approximately 50 million Americans suffer from some form of allergic disease." Then refer groups of students to thewebsites below to learn about the origin, symptoms, and treatments ofdifferent allergies. After groups present their information, help yourclass create a chart that lists the different allergic reactionsaccording to their severity. Have students include information about how to recognize and respond to these different types of allergic reactions.

LINKS:
http://www.cnn.com/2000/HEALTH/children/01/20/asthma/index.html
http://www.aaaai.org/misc/topicofthemonth/0500/default.html
http://www.geocities.com/EnchantedForest/Glade/2715/allergies.html

Democracy in America: Internet Politics

1. Describe the ways in which the Internet's impact on the 2000 electionshas been limited. How has the Internet impacted news coverage of politicalevents? What is a "news cycle"? How has easy access to information onlinechanged the political news cycle?

2. How has the Internet impacted competition among news outlets for politicalmaterial? Do you thinkthis is a positive or negative consequence of the Internet Revolution?Explain. How do the campaigns use web editions of print media to "jump into the mix"? Some observers think political

coverage onlineleaves a large percentage of Americans out of the process. Do you agreeor disagree? Explain. Do you think Internet politics could reduce thepolitical process to a "hobby" for many? Explain.

3. Often, if a major candidate or elected official makes a mistake, such as a poorlyworded statement or a mistake in judgment, campaign advisers rely on "damagecontrol" to correct any bad press.
    1. Introduce your students to the conceptof damage control and ask them to recall occasions when candidates orofficials have made mistakes that they have tried to minimizeby using the media.
    2. Then refer students back to the video and the "instant"ability of online news sources to reach millions.
    3. Present this scenarioto groups of students: You are the campaign staff for a presidentialcandidate. News sources are reporting that he/she has quietly accepted a largecampaign donation from a corporation that is affected by legislationyour candidate has introduced. To many people, it will appear that there is a serious conflict of interest, and that the candidate can be "bought."
    4. Ask groups to decide: How will you use the Internet as onesource of damage control?
    5. Have each group devise an Internet strategy for political damagecontrol under this scenario. Groups may want to consider material thatmight appear on their candidates' websites, web interviews, online chats,etc.

   Have each group share its Internet damage control strategy. Discuss theimpact of a candidate's ability to smooth over any political speed bumpsby use of the Net. When does the "instant" nature of online news benefita candidate? When can it work against him or her?

4. One study indicates that 70% of likely U.S. voters will have access tothe Internet by November 2000, when the country elects its next president.Some observers herald the dawn of a new participatory democracy, when "five minute activists" will be able to log on, read about the candidates,make political donations, and so on. Other see danger in reducing the political process to a kind of "electronic citizenship." What do students think? Have themsurf some political websites and consider the political process and thepossibilities of Internet technology, such as online voter registration,the Internet as a source of information on candidates and issues, online voting, etc. Do students think the Internet is good or bad forthe democratic process? Have them write essays in response to this question.

LINKS:
http://cnn.com/ALLPOLITICS/
http://www.uis.edu/~schroede/politics.htm
http://www.macleay.com/research/net96/5.html
http://www.us.net/indc/column2.htm

EDITOR'S NOTE:
wired Americans
insurgent
dust mites
allergy

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CNN NEWSROOM Guide

May 17, 2000

There is no closed-captioning in today's show due to technical difficulties.
When teachers use CNN NEWSROOM, they see news linked to the curriculum through discussion questions and activities. Enrollment is FREE. Call 1-800-344-6219 or enroll online at http://turnerlearning.com/newsroom/enroll.html.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:40...02:15

Top Story ... 03:00...05:15
Despite violent clashes, Israel and Palestine pursue peace negotiations.

In the Headlines ... 02:00...07:15
Once again, the Federal Reserve raises interest rates.

DAILY DESK ... 00:35...07:50

Business Desk ... 03:00...10:50
Racing clothes have become a hot commodity in an unlikely market.

WORLDVIEW ... 00:45...11:35

Taking Care of Business ... 03:40...15:15
President Putin begins the long process of revitalizing Russia'seconomy.

Check it Out ... 02:00...17:15
Russia takes steps to expand its middle class.

Inside Asia ... 02:35...19:50
Devastated by a holocaust, Cambodians work to rebuild their nation.

Turner Website Information ... 00:45...20:35
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:50...21:25

Family Business ... 03:45...25:10
Family businesses teach teens the value of their families' traditions.

Our World ... 02:15...27:25
A new study finds that kids reveal personal family information online.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Mideast Peace

1. Locate the West Bank and the Gaza Strip on a world map. Why have the Israelis and the Palestinians been fighting? Who are Dennis Ross, Ehud Barak and Yasser Arafat? What are their roles in the Middle East peace process?

2. How have the recent clashes in the West Bank and Gaza impactedthe region? What is being done to contain the violence? How has the recentviolence affected the peace negotiations between Israel and Palestine? Why and how are Israeli and Palestinian extremists attempting to underminethe current peace negotiations? In your opinion, should Israel hand over thethree West Bank villages to the Palestine? Do you think Israel and Palestine will be able to establish a final treaty by September 2000? Why or why not?

3. Have students work in groups to research the history of the peace talks between Israel and Palestine. Students can use the following questionsto guide their research:
    1. How many summits have been held?
    2. Who have been the key players?
    3. What are the main issues?
    4. What is the political significance of the West Bank?
    5. What offers and concessions have the Israelis and the Palestinians each brought to the negotiating table?
    6. What promises have been made?
    7. Which promises have been kept?
    8. What obstacles have negotiators faced throughout the peace negotiations?

   Instruct students to refer to their research to create political cartoons that illustrates the development of the peace process.

4. A final pact would attempt to settle the issues of refugees, water,borders, settlements and the status of Jerusalem. Refer groups of students to multimedia resources, including the websites below, to investigate these issues. Next, have each student use his/her researchto write a position paper addressing the following question: Can peaceever be achieved between Israel and Palestine? Have students share their papers and discuss.

LINKS:
http://cnn.com/2000/WORLD/meast/05/16/israel.palestinians.06/index.html
http://cnn.com/WORLD/struggle_for_peace/
http://www.knesset.gov.il/index.html
http://www.pna.net/

In the Headlines: Federal Rate Hike

1. What are interest rates? What is the Federal Reserve?How many times during the last 11 months has the Fed raised interest rates? Why? How much did the Fed increase interest ratesyesterday? How has Wall Street responded to this increase?

2. What is the federal funds rate? Explain how the Fed uses this rateas a thermostat to gauge the U.S. economy. How much has the Fed raised thefederal funds rate? What effect will this action have on major banks'lending rates? Why do many economists believe that there will be moreinterest rate hikes in the future? How do you think these hikes might affect investorsand consumers? Do you think these hikes will prevent inflation from occurring? Why or why not?

3. What is the prime lending rate? Why do you think banks have raised their prime lending rates to nine-and-a-half percent? How will this increaseaffect consumer borrowing?

4. To help students understand the effects of interest rate hikes, have them look through a real estate brochure and find a house with an advertised price thatthey would like to purchase. (These free brochures can usually be found atgrocery stores or in real estate offices.) Have students assume that they will have to put down 20 percent of the loan as a down payment on the purchase of the home. After they calculate that percentage and subtract it from the totalpurchase price, ask students to determine what their monthly payment would be ona 30-year mortgage at 7.5 percent interest using an online mortgage calculator. Next have them calculate the monthly payment at 8.0 percent interest. Afterthey see the monthly difference, have them calculate the difference in thepayments over the life of the loan.

LINKS:
http://cnn.com/cnnfn/2000/05/16/economy/fomc/
http://cnnfn.com/news/specials/eyes_on_fed/
http://www.bog.frb.fed.us/
http://www.frbsf.org/system/fedsystem/monpol/tofc.html

EDITOR'S NOTE:
extremists
deadlock
Federal Reserve
inflation
federal fund rate
prime rate

DAILY DESK

Business Desk: NASCAR Fashion

1. What is NASCAR? Describe some of the clothing that is associated with thissport. Why are rap artists wearing NASCAR styles? Who is Jeff Hamilton?How did he modify NASCAR clothing to appeal to the hip-hop market?

2. How much do the more expensive NASCAR leather jackets cost? Do customersseem to be deterred by the price? Why do you think they are willing tospend this much money for these jackets? Do you think this fashion trendwill ultimately have a positive effect on the sport? Explain.

3. In the video we hear NASCAR-wear described as "a fad" and "a fashion trend."What is the difference between a fad and fashion? As a class, identifydifferent clothing items and kinds of apparel that have retained their appeal tocustomers over many years. Then ask students to identify fads with whichthey are familiar. Challenge students to interview older family membersto learn more about clothing trends or fads that were popular when theywere young. Then have students note current fashion fads in fashion magazines orstores where they shop. Discuss the reasons why consumer preferences change,and how some fads resurface many years later. What current fads may havebeen popular when your students' parents were teenagers?

   EXTENSION: Discuss the importance of current inventory to the clothing retailer.What happens if the clothing retailer does not or cannot keep up with current fashion trends? What happens to inventory that "goes out of style"?

LINKS:
http://www.nascar.com/
http://www.nascar.com/ad/sponsor_index.html

http://www.onlinesports.com/pages/top,sprt.html

EDITOR'S NOTE:
style
fashion
fad

WORLDVIEW

Taking Care of Business: Russian Economy

1. Who is Vladimir Putin? Who was President Putin's predecessor?What is the state of Russia's economy? How do many Westerninvestors view President Putin and his potential impact on Russia's financial market?

2. Have students review the history of Russia's recent economiccrisis. Have students identify the sectors of Russia that havesuffered because of the nation's economic crisis. Have students work in groups to research the social, economic and political problems that have surfaced as a result of Russia's failing economy. Directeach group to prepare a written report on the impact of the economiccrisis on life in Russia.

3. Throughout his presidential campaign, President Putin stated that he wasa pro-market democratic reformer, and vowed to "revitalize Russia's foundering economy, fight corruption, subvert communism, and build a strong Russia." However, during his inauguration speech PresidentPutin admitted that he "will not be able to quickly fixRussia's economic problems and that Russians will have to work to help their country regain its former status as a superpower." Have studentsdraw upon what they know about the status of Russia's economic,political and social problems to create a list of theobstacles that President Putin must overcome to revitalize and strengthenRussia's economy. Ask students: Why do you think the majority of Russianssupport President Putin's economic goals? What can the people of Russia and the international community do to help revitalize Russia's economy? What do you foresee for Russia's social, political, and economic future?

LINKS:
http://cnn.com/SPECIALS/views/y/2000/01/dougherty.putin.jan13/index.html
http://cnn.com/SPECIALS/2000/russia/
http://infoplease.lycos.com/spot/putin1.html
http://cnn.com/SPECIALS/1998/09/crisis.russia/
http://www.gov.ru/
http://www.russianembassy.org/

Check it Out: Russia Middle Class

1. What is a "middle class"? How does a middle class differ from upperand lower economic classes? How was Russia's middle class affected bythe collapse of the ruble in 1998? What is the current status of the middle class in Russia?

2. Why are Western businesses reluctant to establish business in Russia?In your opinion, how can private businesses, such as Ikea, impact Russia's economy? Do you think the Ikea Corporation should have opened a store inRussia? Why or why not?

3. Refer students to online resources to research the history ofPerestroika, the evolution of Russia's middle class from 1993-1998and its impact on Russia's economy. Have students present their

findings and compare and contrast Russia's middle class to America's middle class. Lead students to a discussion centered on these questions: Does Russia's middle class have the same political and social role as that of its counterparts in a democratic or capitalist society? Why or why not? Why do you think many people feel that it is important for Russia's middle class to continue to expand?

LINKS:
http://www.cnn.com/SPECIALS/1998/09/crisis.russia/overview/
http://www.cnn.com/SPECIALS/1998/09/crisis.russia/middle.class/
http://www.ikea.com/

Inside Asia: Cambodia Back to Life

1. What was "The Killing Fields"? Who was Pol Pot? What was the KhmerRouge? How many Cambodians died during the holocaust? How many years have passed since the Khmer Rouge takeover?
2. What types of physical and emotional suffering have holocaustvictims endured? Has Cambodia recovered from its holocaust? Explain. What are some of the problems caused by the holocaust that continue to plague the people of Cambodia? What is a psychiatric socialworker? Do you think these mental health professionals willbe able to help Cambodians achieve a culture of peace and good mental health? Why or why not?
3. Help students to research the Pol Pot regime, the rule of theKhmer Rouge, and the history of Cambodia since the fall of the Khmer Rouge in 1979. Next, share the following quote with your class: "The revival of Cambodia is a tribute to the resilience of the human spirit." Have students consider the meaning of this statement. Divideyour class into groups and have each group produce a piece of art, creativewriting, or a role-play that depicts the resiliency of the Cambodianpeople. After groups present their work, have students discuss thefollowing questions: What political challenges still exist in Cambodia?How do these challenges compare to what Cambodia's citizens experiencedunder Pol Pot? Do you think Cambodia will fully recover from its holocaust?

LINKS:
http://users.aol.com/cambodia/
http://www.econ.pdx.edu/alumni/TVC/camlink.htm
http://www.washingtonpost.com/wp-srv/inatl/longterm/cambodia/stories/ctimeline.htm

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EDITOR'S NOTE:
speculative
market reform
centralized
ruble
private sector
Khmer Rouge

NEWS CHRONICLE

Family Business

1. What type of business does Michael Olivo's family own? Who started thebusiness? How does Michael contribute to his family's business? Whatknowledge and skills is Michael acquiring as a result of his work? Howdo Michael and his uncle benefit by working together? What challengesdo you think immigrants like Marco Rodrigues encounter when theystart a business in the U.S.?
2. How many businesses in the U.S. are family-owned? Of these businesses,what percentage are passed on to future generations? Why do you thinkso few family-owned businesses are being passed on to family members?

3. Invite the owner of a family-owned business and his/her familyto talk to your class about the benefits and drawbacks of owninga family business. Ask the speakers to talk about the historyof their business and how running the business has impacted theirfamily. Also, ask the speakers to identify issues that they thinkare distinct to families who own businesses.

   EXTENSION: What are morals and ethics? How do families influence the moral and ethical development of children? Give an example. Refer students backto the video, the speakers, and their own personal experiences toidentify the positive ethics and morals that a child might learn by working in his/her family's business.

LINKS:
http://sbinformation.about.com/gi/dynamic/offsite.htm?site=http://www.fambiz.com
http://sbinformation.about.com/smallbusiness/sbinformation/msub25.htm?iam=mt&terms=%2Bfamily+%

Our World: Internet Privacy

1. According to the study by the Annenberg Public Policy Center, what doparents fear most about their kids using the Internet?What are some of the other dangers associated with using theInternet? What can parents and kids do to minimize these dangers?

2. Professor Joseph Turow states that "information is the currency of the Internet." What do you think he means? Do you think it is possibleto have privacy on the Internet? Why or why not?

3. Why do you think advertisers and marketers target childrenon the Internet? What are some of the ways that advertisers and marketers solicit children on the Internet? Do you think theseapproaches would be effective with adults? Why or why not?

4. How do websites use personal information for marketing purposes? Challenge students to find examples of situations when consumer privacy iscompromised or jeopardized by the Internet. Share group examples and discuss possible avenues of consumer recourse in instances where sensitiveinformation has been sold or mishandled.

5. Refer students to the last website below to learn about how policy makers and consumer advocates have responded to the issuesof children's privacy on the Internet. Have students reviewthe 1998 Children's Online Privacy Protection Act and the role and actions of the Federal Trade Commission. After students present their information, help them prepare a pamphlet toeducate parents and kids about children's privacy onthe Internet. Instruct students to include information aboutwhat people can do to protect children's privacy rights.

LINKS:
http://appcpenn.org/
http://www.privacyrights.org/
http://www.privacyrights.org/FS/fs21-children.htm
http://www.ftc.gov/bcp/conline/pubs/online/kidsprivacy.htm
http://www.ftc.gov/bcp/conline/pubs/buspubs/coppa.htm
http://www.ftc.gov/bcp/conline/edcams/kidzprivacy/index.html

EDITOR'S NOTE:
family business
emmigrate
Internet privacy
marketing

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

May 18, 2000

Don't forget, CNN NEWSROOM airs all summer long. Tape segments throughout the summer to build a new video archive.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:40...02:15

Top Story ... 03:35...05:50
Rebel leader Foday Sankoh is captured in Sierra Leone.

DAILY DESK ... 00:55...06:45

Science Desk ... 03:00...09:45
A new dinosaur fossil fuels the debate over which animals are "related" to the dinosaur.

Science Desk Extra: Mount Saint Helens ... 03:00...12:45
Mount Saint Helens erupted 20 years ago.

WORLDVIEW ... 00:55...13:40

Communication Transformation: Kosovo Media ... 03:15...16:55
NATO and the Serbian government used the media to promote propaganda throughout the Kosovo conflict.

Political Front ... 02:10...19:05
China's government dismisses criticisms about its human rights record.

Information Please ... 02:40...21:45
Palestinian refugees still live in limbo in Lebanon.

NEWS CHRONICLE ... 00:55...22:40

Our World ... 04:35...27:15
A group of female fencers are redefining the concept of fencing.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: War in Sierra Leone

1. Where is Sierra Leone located? Who is Foday Sankoh? What is his relationship to the Revolutionary United Front? Why was Foday Sankoh in hiding? What were the circumstances surrounding his capture? Why are authorities concerned about Mr. Sankoh's safety?

2. Help student create a timeline of the civil war in Sierra Leone from March 1991 to the present. Have students identify the significant people and events, including the role of the U.N. and the U.N. hostage situation. After students complete the timeline, ask: What is your opinion about the latest developments in Sierra Leone? Do you think Mr. Sankoh's capture will help bring an end to the violence in Sierra Leone? How do you think the government of Sierra Leone should deal with Mr. Sankoh? How might Mr. Sankoh help to resolve the hostage situation? Should Mr. Sankoh be sentenced to death?

LINKS:
http://cnn.com/2000/WORLD/africa/05/17/sleone.sankoh.03/index.html
http://www.cnn.com/SPECIALS/2000/cryfreetown/related.sites/index.html
http://www.sierra-leone.org/slnews.html
http://www.africanews.org/west/sierraleone/
http://www.un.org/Depts/dpko/unamsil/body_unamsil.htm
http://www.un.org/Depts/dpko/
http://www.slonline.net/news.htm

EDITOR'S NOTE:
Sierra Leone
Foday Sankoh
Revolutionary United Front
U.N. peacekeepers

DAILY DESK

Science Desk: Dinosaur Heart

1. What remarkable discovery was made from a recently found dinosaur fossil? Where was the dinosaur fossil discovered? How are some scientists interpreting the CAT scan results of the fossil? What implications would this interpretation have on the way we currently think about dinosaurs? How old is the dinosaur?

2. What are the current views held by scientists regarding the relationships between dinosaurs and birds? Do you think dinosaurs are more closely related to birds or reptiles? Explain. What evidence do you believe exists linking birds and reptiles to dinosaurs? How might this new evidence impact the current theory about dinosaur extinction?

3. The fact that these dinosaurs had more developed hearts than common reptiles has wide ranging implications. In order for students to understand these implications they must first understand the difference between birds' and reptiles' hearts. Challenge your students to create diagrams of a warm-blooded and cold-blooded heart. Divide the class into small groups. Have each group:
    1. Visit the websites below or other current resources to learn about warm-blooded and cold-blooded hearts.
    2. Produce a diagram of a warm-blooded and cold-blooded heart, labeling all structures on the inside and outside of the organ.
    3. Under the diagram, explain the differences between the two types of hearts in terms of:
        - pumping power
        - efficiency of oxygenating blood
        - complexity
    4. Using colored pencils or markers, show how blood flows through the hearts.

Discuss the difficulties involved in changing established scientific views when new evidence is presented. Have students rationalize why they think so many scientists are reluctant to accept the link between dinosaurs and birds, and what type of evidence would sway them either way on the issue.

LINKS:
http://www.sk.lung.ca/compare/index.html
http://www.kwic.com/~pagodavista/repanat.htm
http://www.honors.unr.edu/~keilin/biology/heart.html
http://www.eyesoftime.com/teacher/dino.htm
http://www.pbs.org/wgbh/nova/heart/heartmap.html
http://www.yfiles.com/dinobird.html
http://www.ucmp.berkeley.edu/diapsids/avians.html
http://www.lindahowe.com/earth132.htm

Science Desk Extra: Mount Saint Helens

1. Which countries have most of the world's active volcanoes? What percentage of eruptions during the last 10,000 years occurred in the U.S.? Where is Mt. St. Helens located? When did the volcano erupt? What caused the eruption? What type of damage was caused by the volcano? What is the current status of Mt. St. Helens?

2. Refer small groups of students to the websites below to learn more about Mount St. Helens, volcanoes and the impact of volcanic eruptions. Have students use the following questions to guide their research:
   - Why are there volcanoes?
   - How are volcanoes formed?
   - What are the different types of volcanoes?
   - What comes out of volcanoes?
   - Why do volcanoes become dormant?
   - How do volcanologists predict volcanic eruptions?
   - How do volcanoes affect the atmosphere and climate?
   - What are some of the benefits of volcanoes?

   Have students share their findings. Then ask your class to compare the eruption of Mt. St. Helens to other volcanic eruptions around the world. Why do you think Mt. St. Helens is the most studied volcano in the world?

3. Inform students that the Cascade Range of the Pacific Northwest has more than a dozen potentially active volcanoes. Refer students to the websites below to learn more about the Cascade Range volcanoes. Divide your class into 13 groups. Have each group prepare a multimedia presentation about one of the following volcanic centers in the Cascade Range:
   1. Mount Baker
   2. Glacier Peak
   3. Mount Rainier
   4. Mount St. Helens
   5. Mount Adams
   6. Mount Hood
   7. Mount Jefferson
   8. Three Sisters
   9. Newberry Caldera
   10. Crater Lake (Mount Mazama)
   11. Medicine Lake
   12. Mount Shasta
   13. Lassen Peak

   Instruct each group to describe its mountain, the mountain's volcanic history, probable hazards from future eruptions, and how scientists are monitoring the mountain. After students present their information, have them consider why these 13 centers are the most prominent volcanic features of the Quaternary age in the Cascade Range. Ask students: What, if anything, should residents in the Pacific Northwest do to protect themselves from an eruption?

LINKS:
http://www.cnn.com/2000/US/05/15/st.helens.reunion.ap/
http://www.mountsthelens.com/
http://vulcan.wr.usgs.gov/
http://www.geol.ucsb.edu/~fisher/
http://volcano.und.nodak.edu/volcanoes.html
http://volcano.und.nodak.edu/vw.html

EDITOR'S NOTE:
CAT scan
chambers
warm-blooded
Thescelosaurus
eruption
Mount Saint Helens

WORLDVIEW

Communication Transformation: Kosovo Media

1. Have students review the history and outcome of the recent conflict in Kosovo. Who is Slobodan Milosevic? How did President Milosevic and NATO attempt to sway public opinion about the conflict?

2. What was the role of the media during the conflict in Kosovo? Why do you think it is often difficult for journalists reporting on a war to find the truth? Give an example to illustrate your point.

3. Why do you think it's important to understand what propaganda is and how it works? What are different types of propaganda? How are different forms of media used to promote war and political propaganda? Have your class create a list of key events that occurred during the conflict in Kosovo, such as the NATO bombings and the exodus of the Kosovar refugees. Next, divide your class into groups. Have each group select an event from the list and identify print and online news articles that reflect the perspectives of NATO and the Serbian government. Have students present their findings and identify the propaganda in each of the articles. Ask students: Do you think it's possible for a journalist to write an article that is neutral under any circumstances? Why or why not?

LINKS:
http://cnn.com/interactive/specials/9903/kosovo.strike/frameset.exclude.html
http://www.cnn.com/US/9904/28/us.kosovo.military/
http://alb-net.com/pipermail/kcc-news/
http://www.serbia-info.com/news/archive.html
http://www.gov.yu/facts/facts.html
http://eagle.cc.ukans.edu/~sco/proptech.html
http://www.propaganda101.com/news.htm

Political Front: China Rights Fights

1. What is the function of the U.N. Human Rights Commission? Who are the Falun Gong? Who is Bao Tong? Why is the Chinese government's human rights record being criticized?

2. What is a dissident? According to the video, how has the Chinese government treated dissidents? What risks do Chinese citizens assume by speaking out against their government? In your opinion,

why might the Chinese government try to suppress public dissension? Do you think citizens should be allowed to publicly criticize their government's policies and actions? Explain.

3. Challenge students to draw their own conclusions about the state of human rights in today's China. Direct them to work in groups to collect information on the topic, using the Internet, print media and news reports. (**NOTE TO TEACHERS: You may wish to review the human rights websites below to determine whether their images and accounts are appropriate for your students.**) Then direct each group to consult the third website below for a copy of the United Nations' "Universal Declaration of Human Rights," and use this as the standard by which the group judges China's human rights record. Have each group use its information to create a "Human Rights Report Card" for China. Have groups come up with different categories and indicate a letter "grade" in each, based on their findings. After students share their conclusions, ask: Should the international community respond to any of the alleged human rights violations? If so, how?

LINKS:
http://www.hrichina.org/
http://www.amnesty.org/
http://www.unhchr.ch/udhr/lang/eng.htm
http://www.cnn.com/2000/US/02/25/rights.report/

Information Please: Lebanon Lost Palestine

1. Have students share what they know about the Israeli-Palestinian conflict and the history of the peace talks between these two nations. If necessary, refer students to the links below for background information. When and why did many Palestinians flee to Lebanon? How has Israeli settlement and expansion affected the Palestinian-owned land? Why do many Palestinian refugees regret their decision to move to Lebanon?

2. A deadline of September 2000 has been set for the final status agreement between Israel and the Palestinians which will deal with some of the most contentious issues between them, including borders, refugees, and the future of Jerusalem and Jewish settlements. However, "it is the refugee issue on which the two sides are furthest apart." Refer students to multimedia resources, including the last website below, to learn more about the history and status of the Palestinian refugees, the political impact of the refugee issue, and the proposed solutions for the refugee problem. After students share their findings have them discuss the benefits and drawbacks of the proposed solutions for the refugee problem. Then ask: What is the best solution? Do you think it is possible to resolve the Israeli-Palestinian conflict without resolving the refugee problem? Explain.

LINKS:
http://www.cnn.com/SPECIALS/views/y/2000/04/sadler.stream.apr6/
http://cnn.com/WORLD/struggle_for_peace/
http://www.palestine-net.com/misc/inaash.html
http://www.cyberus.ca/~baker/pal4kk.htm

EDITOR'S NOTE:
propaganda
spin control
disinformation
human rights
Falun Gong
refugees
kibbutz

NEWS CHRONICLE

Our World: Olympic Fencer

1. What is fencing? What equipment is used in the sport of fencing? How are the students at the Nellya Fencing School redefining the traditional concept of fencing? How often do Amelia and her teammates practice their sport? Who is "Mastro"? Do you agree with his style of teaching? Why or why not?

2. Fencers refer to their sport as "chess with muscles." What do you think this means? What skills are taught through fencing? How might these skills be useful in other areas of life? How is fencing different from other sports? Does fencing appeal to you? Why or why not?

3. Refer students to the links below to learn about the history and evolution of fencing. Have students identify:
    1. How modern fencing differs from "traditional" fencing
    2. The differences between foil, epee, and sabre, and how they are used in the sport of fencing
    3. The sports and martial arts that comprise fencing
    4. How fencing originated as an Olympic event
    5. The differences between men's and women's sport fencing.

   After students share their findings, inform them that fencing is an example of a traditionally male sport that is opening up to women. Ask students: How are Amelia and her teammates advancing the sport of women's fencing?

4. As a class, have students identify the physical, social and psychological benefits that are derived from playing individual and team sports. Then group students. Have each group prepare a presentation about the evolution of women in sports. Topics might include the Olympics, Little League Baseball, women's high school and college sports programs, or the role of women in baseball during World War II. Following the presentations, define the term "gender role" and ask students: What is gender discrimination? Do you think women and men have equal access to sports? Why or why not? Has the evolution of professional female sports advanced women's rights? Explain.

LINKS:
http://www.fencing.net/intro.html
http://www.worldsport.com/ws/allsports/home/0,2217,0_0_0_1_22,00.html
http://www.hickoksports.com/history/fencing.shtml
http://www.usfa.org/
http://www.sportquest.com/women/index.html

EDITOR'S NOTE:
fencing
broadswords
sabre

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CNN NEWSROOM Guide

May 19, 2000

In observance of Memorial Day in the U.S. there will not be a CNN NEWSROOM show or a guide on Monday, May 29, 2000.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:40...02:15

Top Story ... 02:35...04:50
The space shuttle Atlantis is poised to begin its voyage to the International Space Station.

In the Headlines ... 02:00...06:50
-The government of Yugoslavia seizes control of four media outlets.
-The U.S. government publishes a preliminary report about the New Mexico wildfire.

DAILY DESK ... 00:30...07:20

Editor's Desk ... 04:50...12:10
Is imagination lost in new media?

WORLDVIEW ... 00:30...12:40

Culture Watch ... 03:00...15:40
The people of Thailand celebrate the Songkran Water Festival.

Inside North America ... 06:15...21:55
A Louisiana woman works to celebrate and preserve the Cajun culture.

Turner Website Information ... 00:45...22:40
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:30...23:10

Artistry in Action ... 04:15...27:25
A father and son share a love for New England and painting.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Mission in Space

1. What is the International Space Station (ISS)? How much money has been spent on the ISS? What problems have occurred on the ISS? What is the mission of the space shuttle Atlantis? What factors might cause the mission to be delayed? What are the potential risks associated with the mission?

2. Students can keep track of the ISS's whereabouts by consulting the last website below. Have students go to the website and explain the precise location of the ISS above the earth. Discuss what students think the astronauts are seeing from their unique vantagepoint.

3. Refer students to online resources, including the links below, to learn more about the history of the ISS and the controversy surrounding the project. Have students summarize the arguments for and against the ISS: Why do some scientists feel that the space station is the "single greatest obstacle to the exploration of the solar system"? Why do other scientists feel the ISS is a necessity? Have students consider the extent to which the international community has financially and politically invested in the ISS. Then divide your class into two groups to debate the following resolution: The international community should continue to support and fund the ISS.

LINKS:
http://cnn.com/2000/TECH/space/05/18/shuttle.01/index.html
http://www.ksc.nasa.gov/shuttle/resources/orbiters/atlantis.html
http://www.nasa.gov/
http://38.201.67.72/realdata/tracking/index.html

In the Headlines: Belgrade Demos

1. Los Alamos Report

2. Why are people rioting in Belgrade? Why did government officials crackdown on four media outlets in Belgrade? Why is this action politically significant? How has the international community responded to the crackdown? Do you think the citizens of Belgrade will be affected by the Yugoslavian government's action? Explain.

3. The U.S. has called the crackdown "an act of desperate Bolshevik-style oppression." What is the meaning of this statement? Do you agree? Why or why not? What is your opinion of the crackdown? Do you think by controlling the media the Yugoslavian government will stop anti-government propaganda? Why or why not? Do you think independent media should be allowed in Yugoslavia? Explain.

4. What was the origin and duration of the recent wildfire in New Mexico? Why did the fire spread so quickly? What type of damage was caused by the fire? What were the findings of the U.S. government's preliminary report? How much responsibility do you think lies with the U.S. government? Do you think the U.S. government should compensate the people of Los Alamos, New Mexico? Why or why not? If so, how?

http://www.cnn.com/2000/WORLD/europe/05/18/yugo.media.01.reut/index.html
http://cnn.com/2000/US/05/18/n.mex.fires.03/index.html
http://www.nps.gov/cerrogrande/

EDITOR'S NOTE:
International Space Station
space shuttle Atlantis
service module
Belgrade
Los Alamos

DAILY DESK

Editor's Desk: TV Without Pictures

1. Who is Himan Brown? What is his occupation, and how long has he been at his job? What is the "theater of the mind"? What besides radio allows someone the opportunity to imagine the physical settings, characters, and events of a story? How do these forms differ from drama presented by new media, such as televison, films, DVDs, and some Internet software?

2. How much time do you spend as an audience of new media as compared to books and radio? How would you rate your imagination? Do you think that new media has affected the time you spend using and developing your imagination? Do you think that the imagination is important? Explain.

3. What do you think of the current trend to create sagas around real people, such as the Elian Gonzalez story, both in daily news reporting and in movies? Discuss other people who have been subjects of extended news coverage and who also may have been turned into subjects for movies. Do you think these topics and events are appropriate subjects for film and for so much news time? Why or why not? Do you get involved in watching these stories? What do you think about the recently popular films (such as The Truman Show and Ed TV) that offer as a theme the idea of turning people's daily lives into a television saga?

4. Direct students to think about children's diversions today and ways that children would have played, say, prior to the age of plastic toys. Have them interview elderly individuals who can tell them the ways in which they occupied their time as children. Have students create charts with "Then" and "Now" as categories, listing the various forms of play, entertainment, and learning that have occurred in the different time periods. Based on their findings, ask them to conjecture how these differences might alter the development of the growing brain.

5. Challenge students to work on a story to tell to a group of younger children. It can be a traditional tale (such as "The Three little Pigs") or one they make up that would be appropriate for their audience. Tell them to include character voices, sound effects, and pacing in their stories to help the children imagine what the story "looks" like. Arrange for them to tell their stories to children, either by visiting an elementary school or a library that offers storytime. After their presentations, have them write about their experiences and address the following questions: How were you able to stir the children's imaginations? What clues did you receive from your audience that they were using their imaginations? Did the children enjoy the story? Why or why not, and how do you know? In what ways did you use your imagination as you prepared and told your story?

LINKS:
http://www.techreview.com/articles/oct98/viewpoint.htm
http://www.otr.com/index.shtml
http://www.storyarts.org/classroom/index.html
http://www.funderstanding.com/theories1.html

EDITOR'S NOTE:
folktale
new media
imagination
storytelling

WORLDVIEW

Culture Watch: Thai Festival

1. Locate Thailand on a world map. What is Buddhism? What is the Songkran Water Festival? Describe the differences between the ways that the old and young people of Thailand celebrate the Songkran Water Festival. Why do you think these differences exist? Do you think it is important to preserve cultural rituals, such as the Songkran Water Festival? Why or why not?
2. Have groups of students research the different customs and traditions associated with new year celebrations in different countries. Instruct students to identify whether or not the cultural traditions of each country have changed over the years. After students present their findings, ask them to cite the common elements of the different new year observances.

LINKS:
http://www.regit.com/thailand/festival/bkoksong.htm
http://www.indiana.edu/~chasso/newyear.html#origin
http://www.geocities.com/Heartland/Plains/7214/newyear.htm
http://www.execpc.com/~shepler/newyear

Inside North America: Cajun Big Mama

1. Where is Louisiana located? Who is Helen Jeanne Boudreaux? What is her nickname? Why do you think she has this nickname? What are some of the personal obstacles that Ms. Boudreaux has encountered during her life? How was Ms. Boudreaux treated by the close knit fraternity of male truckers?
2. What is the origin of the Cajun culture? What is Cajun music? What is Ms. Boudreaux doing to promote and preserve Cajun music? What aspects of the Cajun culture are being preserved as a result of the Cajun music concerts? Do you think it is important that the children in the Breaux Bridge region of Louisiana learn to speak French? Why or why not?
3. What factors are threatening the preservation of the Cajun culture in the U.S.? Use this as an opportunity to have students define and examine the concept of "cultural pluralism." Have students create a list of pluralistic nations and their different ethnic groups. Group students. Have each group select a country from the list and prepare a presentation about the status of some of the nation's indigenous cultures and the challenges associated with preserving these cultures. After students compare and contrast their findings, ask: Do you think it is important to preserve indigenous cultures? Why or why not? If so, given the rapid expansion of technology and the globalization of the marketplace, do you think it is possible to preserve indigenous cultures? Explain.

LINKS:
http://www.state.la.us/
http://www.state.la.us/state/student.htm
http://www.unesco.org/culture/pluralism/html_eng/index_en.htm

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EDITOR'S NOTE:
Songkran Water Festival
Buddhist
Cajun
memorabilia
food stamps
troubadour
gumbo

NEWS CHRONICLE

Artistry in Action: Century of Watercolor

1. Who are Paul and Kevin Shea? What subject matter do these men paint? Why? How has painting influenced their relationship? What is unique about their approach to painting? How do their styles of painting differ? Describe how Paul and Kevin's actions and art reflect their love for their community.

2. Do you and your parents share a common interest or activity? Explain. If so, how has sharing this interest or activity affected your relationship? What have you learned about yourself and others as a result of sharing this interest or activity? How do emotions influence artists and their work? Give an example. In the video we learn that Paul and Kevin share similar emotions and responses to nature and color. Why do you think this is so? Do you think this is typical? Explain.

3. Challenge students to explore the similarities and differences in the ways that they experience emotions and their environment. Provide your students with an assortment of different color paints, markers or pencils. Direct students to observe their school and community. Have student select scenes from one of these settings and identify their feelings about the scenes. Next, instruct each student to draw or paint the scene using colors that reflect his/her emotions. As each student presents his/her painting, have the other students share their impressions about what is going on in the scene and the emotions that are expressed in the picture. Then, have the artist describe the actual scene and why he/she selected specific colors. Have students compare and contrast their impressions.

   EXTENSION: Have students write journal entries describing something they have learned about each of their fellow students as a result of the activity. Select one or two comments about each student and share these comments with the class.

LINKS:
http://www.newengland.com/
http://www.boston.com/
http://www.watercolor-online.com/

EDITOR'S NOTE:
painting
New England
Boston
watercolor
work ethic

External websites are not endorsed by Turner Learning.

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CNN NEWSROOM Guide

May 22, 2000

Remember: Next Monday, May 29th, there will be no CNN NEWSROOM and no Daily Guide in observance of Memorial Day in the U.S.

--------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:15...02:45

Top Story ... 02:45...05:30
The future of U.S.-China trade is a hot topic in Congress.

In the Headlines ... 03:00...08:30
Violence stalls the Mideast peace process.

DAILY DESK ... 01:05...09:35

Environment Desk ... 02:05...11:40
Tampa Bay considers desalination to meet its clean water needs.

WORLDVIEW ... 00:20...12:00

One World Habitat: Jane Goodall ... 04:00...16:00
Conservationist Jane Goodall launches an environmental crusade.

Wild Kingdom ... 03:45...19:45
Some scientists believe that mass extinction threatens earth's biodiversity.

NEWS CHRONICLE ... 00:20...20:05

Student Bureau ... 02:00...22:05
Music downloads are at the center of a copyright lawsuit.

U.S.S. Hoga ... 05:20...27:25
There is growing sentiment to save the U.S.S. Hoga as a national relic.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: China Trade

1. What is MFN status? Why do you think this status must be reviewed annually? What does President Clinton want for U.S.-Chinese trade relations? Why is this such an emotional issue?
2. According to supporters of normal trade relations with China, what American interests would benefit, and why? In spite of possible economic benefits, why do some in Congress oppose normal trade relations with China? What compromise might make a deal possible?
3. What might be gained or lost by granting China Permanent Normal Trade Relations status? How do the different economic, political and social interests in the U.S. line up behind this issue, and why? Divide the class into five groups. Have each group choose to represent one of the following interests in the U.S.: labor unions, farmers, telecommunications companies, human rights activists, the Clinton Administration. Direct each group to research the permanent normalization of trade with China from its chosen perspective. Have each group use its information to offer a formal presentation of its position and rationale. After all the presentations are finished, have each student write a brief position paper in response to the question: Should China be granted Permanent Normal Trade Relations status?

LINKS:
http://www.chinavista.com/business/trade.html
http://www.cnn.com/2000/ASIANOW/east/05/19/china.wto.ap/index.html
http://www.hrichina.org/
http://www.hrw.org/campaigns/china-99/china-june99.htm

In the Headlines: Mideast Update

1. What recent events in the Middle East hold the peace process in jeopardy? Who is Ehud Barak? How has he expressed his displeasure with the Palestinian leadership? How have the Palestinians responded? What other factor is complicating the Mideast peace process? How are tensions at home affecting Prime Minister Barak's ability to negotiate a lasting peace?
2. What issues and interests are complicating the Middle East peace process? Have students work in groups to research the situation in the Middle East and the current status of the peace process and share their findings. Then have each group create a political cartoon that illustrates some of the different factors at work as the peace process unfolds and their complicated interaction. Have groups present and explain their cartoons.

LINKS:
http://dailynews.muzi.com/topics/Mideast_peace/
http://frontpagemag.com/archives/foreignpolicy/codevilla7-21-99.htm
http://cnews.tribune.com/news/story/0,1162,wlvi-nation-50880,00.html

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EDITOR'S NOTE:
Permanent Normal Trade Relations
human rights policies
trade deficit
tariffs
private enterprise
capitalism
Ehud Barak
Yasser Arafat

DAILY DESK

Environment Desk: Drinking the Ocean

1. What is the status of the Tampa Bay area's drinking water supply? Why? From where are the people of Tampa hoping to receive drinking water? How much water would be supplied from the proposed desalination plant? Why have other desalination plants failed? Why are environmentalists protesting the proposed desalination plant in Tampa?

2. Refer students to multimedia resources to investigate the source and status of the world's fresh drinking water supply. Have students identify the main factors that threaten the world's supply of drinking water, including overpopulation and pollution. After students present their findings ask: Do you think using desalination plants will solve the world's drinking water problem? Challenge students to identify other ways that people can preserve and create drinking water, and the benefits and drawbacks of these conservation strategies.

3. To help students understand how salt water can become drinking water and how this process can impact the environment have them create a model for a desalination plant. Divide your class into small groups and have each group:
   1. Pour four cups of water into a large cooking pan.
   2. Pour salt into the pan until the water becomes cloudy. (This water is now many times saltier than normal ocean water, but similar to the water in a bay or stagnant area.)
   3. Place the pan on a hot pad, but do not begin heating the water.
   4. Using lab apparatus, suspend a wooden cutting board over the pan about one foot above the water level. (The board should be suspended at an angle so that one corner dips diagonally downward.)
   5. Heat the pan until the water in the pan starts to boil.
   6. Place a glass beaker or cup under the lower corner of the cutting board so that it catches the drops of condensed steam.
   7. Continue to boil the water until there is about one quarter of an inch of water left in the pan.
   8. Turn off the hot pad.
   9. Use two thermometers to measure the temperatures of the water in the pan and the water in the beaker every thirty seconds for five minutes. Note the changes in a table.
   10. Observe the water in the pan and in the beaker for clarity and color.
   11. Wait another five minutes to make sure the water has cooled, and then, using a clean dropper, place a few drops of water from the beaker into small paper cups, one per group member.

   Have students taste the water in their cups and share their observations. Then ask: What inferences can be made about the saltiness of the pan and beaker water and the clarity and color of these waters? What are the potential environmental benefits and drawbacks of the proposed desalination plant? How might the salt residue from the plant impact the ocean and its ecosystem?

   EXTENSION: Inform students of the following: 1) Many animals are sensitive to water temperature changes, and 2) when hot water is added to an ecosystem it is called thermal pollution. Next refer students back to the experiment to discuss the time that it took for the water to cool and the implications of this finding. Then challenge students to learn more about the operation of desalination plants and whether or not these plants can refrain from causing thermal pollution. Have students share their findings and discuss.

LINKS:

http://www.wwinternational.com/pages/updatecontent/LgDesal.html
http://www.disasterrelief.org/Disasters/991216desalination/
http://www.ida.bm/
http://ceres.ca.gov/coastalcomm/desalrpt/dsynops.html
http://www.us-israel.org/jsource/History/desal.html
http://www.arabicnews.com/ansub/Daily/Day/990904/1999090414.html
http://www.sdcwa.org/text/desalt.htm

EDITOR'S NOTE:

exponential
prototype

high salinity
estuary

WORLDVIEW

One World Habitat: Jane Goodall

1. Who is Jane Goodall? What animal has she studied at great lengths? How did a conference on her book "The Chimpanzees of Gombe" prompt her to become an activist? What new mission has she undertaken?

2. In the video we learn that "For Jane Goodall, it was a short step from protecting the habitat of chimpanzees to preserving the environment at large." What connections would you make between protecting the chimp's habitat and protecting the habitats of all living things? How are these habitats related? Why do you think Ms. Goodall is approaching young people for her environmental crusade?

3. As an environmental activist, Ms. Goodall speaks of "the way that we humans are arrogantly spoiling the natural world, causing deserts and pollution. We also have to be concerned with the cruelty, violence, and warfare." Ask students whether or not they agree with Jane Goodall: Are humans "arrogantly spoiling the natural world"? If so, how? Have students work in groups to determine what human actions are detrimental to the environment. Share group findings. Discuss ways that these actions impact other species and what can be done to reverse this trend.

4. Introduce your students to the life and work of Jane Goodall by having them visit the websites below. Discuss Ms. Goodall's career and her contribution towards human understanding of chimpanzees and their habitat. Focus the discussion on the goals of her new challenge, raising young people's awareness of their environment. Do students think she will be attain her goal? Inform students that Jane Goodall strongly believes in the power of the individual to bring about change. She says, "Every individual matters. Every individual has a role to play. Every individual makes a difference." How do students think they could make a difference in the environment? Challenge each student to write an essay detailing the role he or she can play in protecting the earth and its species.

LINKS:
http://www.janegoodall.org/
http://www.wic.org/bio/jgoodall.htm
http://www.pbs.org/wnet/nature/goodall/html/intro.html
http://www.usc.edu/dept/elab/anth/goodall.html
http://biosci.cbs.umn.edu/chimp/jgstory.htm

Wild Kingdom: Mass Extinction

1. What is mass extinction? Why do many scientists believe it is the most serious crisis facing humanity? What is the cause of this crisis? What percent of the world's plant and animals could be wiped out as a result?

2. What is CITES? Do its delegates see any progress being made in conservation? Explain. Why do some delegates believe that we are losing ground in the preservation of endangered species? Do you think politics plays a role in this issue? Explain.

3. Mass extinction is not a one-time phenomenon; it has happened on several other occasions. Perhaps the most famous mass extinction occurred about 65 million years ago, when the dinosaurs were wiped out. (Scientists disagree on the reasons behind this extinction.) The worst mass extinction,

however, may have occurred about 250 million years ago, at the end of the Permian Period, when more that 60% of all the earth's plant and animal species were lost. How and why do these mass extinctions occur? Refer groups of students to multimedia resources to learn more about the causes and effects of mass extinctions. Have each group present its information, and compare the causes of each extinction to what scientists say could be the cause of the next great mass extinction. Ask students: Is there hope for preventing a future extinction? Discuss.

4. Challenge students to consider the role of biodiversity in the "web of life." How does a diversity of plant and animal species promote life in an ecosystem? What could the elimination of a large percentage of these species do to the balance of nature? Divide the class into groups. Have each group choose one endangered species, and research its place in its ecosystem, specifically within the food chain. Direct each group to use its information to diagram the impact of the loss of that species on the food chain. Have each group present its diagram. Discuss how the loss of multiple species can ultimately affect human life on the planet.

LINKS:
http://www.tiac.net/users/sbr/animals.html
http://www.encyclopedia.com/articles/08173.html
http://www.lassp.cornell.edu/newmme/science/extinction.html
http://www.well.com/user/davidu/extinction.html

EDITOR'S NOTE:
Jane Goodall
chimpanzee
habitat
CITES
extinction
biodiversity

NEWS CHRONICLE

Student Bureau: Online Music Controversy

1. What is Napster? What is an MP3 file? What does Napster enable websurfers to do? Why is the band Metallica filing suit against Napster and Indiana University, among others?

2. Why do so many college students use Napster? Has using Napster impacted CD purchases among the students interviewed in the video? Explain. Do you think the lawsuit will stop websurfers from downloading music for free? Why or why not?

3. At the end of this segment we learn that in response to the lawsuit, Indiana University has blocked Napster from its network, citing "unclear copyright issues and a belief in protecting intellectual property." Have students consult the Internet or other resources to learn more about copyrights and their role in protecting music and other artistic creations. Share student findings. What is "intellectual property"? How is it different from one's personal property? Do students consider downloading music without paying for it "stealing"? Discuss.

LINKS:
http://cnn.com/LAW/columns/dual.metallica.05.19/
http://live.altavista.com/scripts/editorial.dll?efi=900&ern=y&ei=1818957
http://www.whatiscopyright.org/

U.S.S. Hoga

1. How old is the U.S.S. Hoga? What kind of vessel is it? What is the Hoga's claim to fame? How did the tug save lives and the remaining fleet at Pearl Harbor?

2. Why does Navy veteran Don Dunn believe that it's worth restoring the Hoga? How long does he think it would take to make the tug seaworthy? Why does Bob Yates think the tug should be restored? Why do you think that efforts by local authorities have never materialized to launch a restoration project on the Hoga? Where do many believe the Hoga should be located if it's ever restored? Why?

3. After viewing this segment, generate a class discussion about some of the emotions associated with this tugboat and the reasons why some people are "attached" to it. Why do students think the tug is "credited" with saving lives and other ships? What other things do they think the U.S.S. Hoga has "experienced" or "seen"? Have students consult their texts or other resources to learn more about the attack on Pearl Harbor on December 7, 1941, and some of the other events mentioned in the video. Introduce students to the literary technique known as "personification." Then have each student put himself/herself in the place of the Hoag and write a chapter from the tugboat's memoirs. Encourage students to base their creative writing in historical fact.

LINKS:
http://www.tugboats.com/tughoga.htm
http://www.tugboats.com/welcome.html
http://boating.com/news/articles/011700.htm

EDITOR'S NOTE:
MP3
Napster
copyright
intellectual property
U.S.S. Hoga
Pearl Harbor

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CNN NEWSROOM Guide

May 23, 2000

Stay tuned to CNN NEWSROOM all summer for coverage of the Democratic and Republican national party conventions!

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:15...02:45

Top Story ... 02:30...05:15
Teachers: Please make sure students realize that what they see in this video is a simulation, not a response to a real terrorist attack.
Simulation exercises help U.S. authorities determine how to handle terrorist attacks.

In the Headlines ... 03:00...08:15
Israel's hold over South Lebanon grows weaker.

DAILY DESK ... 00:45...09:00

Health Desk ... 02:10...11:10
Many people use aromatherapy to treat their aches and pains.

Turner Website Information ... 00:45...11:55
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:25...12:20

Top of the World ... 03:25...15:45
A new law restricts adoption of Russian children.

Inside North America ... 03:00...18:45
New York City is home to an increasing number of African immigrants.

Check it Out ... 02:30...21:15
Sweden's newest illness is "Internet stress."

NEWS CHRONICLE ... 00:45...22:00

Democracy in America ... 05:00...27:00
CNN NEWSROOM's Andy Jordan takes a look at the history and role of political party conventions.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: "Topoff" Drills

1. What kind of simulations are being conducted in the "Topoff" exercises? "Topoff" is a code name that stands for "top officials." What is the role of government officials in these simulated terrorist attacks? Where have the simulations been conducted so far?
2. Review the FBI's definition of "terrorism." How are the events seen in the video examples of terrorism? What other kinds of terrorism exist? Explain how the recently launched "ILOVEYOU" computer virus constitutes a form of terrorism.
3. Challenge students to learn more about terrorism and what is being done to prevent terrorist attacks in the U.S. The websites below may offer a good start for student research. Share information in class discussion. What terrorist attacks have occurred on U.S. soil in students' lifetimes? What have authorities learned from these tragedies? Do students think the incidence of domestic terrorism will increase or decrease in the years to come? Why?
4. What emergency procedures are in place in your community to deal with a possible terrorist attack? Invite a local law enforcement or government official to address the class on this topic. Without having the speaker jeopardize security, ask him or her to explain what students could expect and how they would be informed throughout a local crisis. Conclude with a discussion of the value of simulations such as "Topoff" and how local, state and federal officials work together in crisis situations.
5. Remind students that one of the weapons of the terrorist is fear. Authorities conduct these counterterrorism simulations not to make people more fearful, but to prepare for the worst case scenario. Generate a class discussion about what "average citizens" can do to help prevent terrorism and how to react responsibly in the event of an emergency. Why is it important to be aware of one's surroundings and circumstances, without letting fear take hold of one's everyday life? Discuss.

LINKS:
http://www.cnn.com/2000/US/05/20/topoff.01/
http://www.terrorism.com/terrorism/links.html
http://www.terrorism.com/FAQ.html
http://www.terrorism.net/
http://www.emergency.com/cntrterr.htm

In the Headlines: Israel/Lebanon Border Clashes

1. What is the S.L.A.? With which side has this organization sided in the border conflict between Israel and Lebanon? Why do some S.L.A. members face the death penalty in their home country?
2. What Lebanese resistance groups are taking over S.L.A. strongholds? How is this latest activity affecting the stability of the Israel/Lebanon border? How might it impact the peace process?
3. What do your students know about the group known as Hezbollah? Inform students that Hizb'Allah is Arabic for "Party of God." Assist students in conducting research to learn more about Hezbollah and its actions throughout the Mideast peace process. Discuss the origin and objectives of this group. Does Hezbollah seem interested in the success of the Mideast peace process? Why would Hezbollah be opposed to the S.L.A.?

LINKS:
http://www.medea.be/en/index080.htm
http://www.medea.be/en/index163.htm

http://207.25.71.22/2000/WORLD/meast/02/11/israel.lebanon.02/index.html
http://israeliculture.about.com/culture/israeliculture/library/weekly/aa113098.htm

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EDITOR'S NOTE:
terrorism
hostage-taking
bioterrorism
cyberterrorism
S.L.A.
Hezbollah

DAILY DESK

Health Desk: Aromatherapy

1. What is aromatherapy? According to anthropologists, what is the origin of aromatherapy? What are olfactory senses and where are they located? What is the correlation between odors and people's moods? Do you think people's emotions influence their physical health? Explain.

2. Do you use aromatherapy? If so, why? Why do you think aromatherapy has become such a lucrative industry?

3. Refer students to the websites below to learn more about aromatherapy and how it is used to treat different diseases and medical conditions, including nausea, burns, anxiety, colds, skin problems, bronchitis, fever, insect bites, sore throats and heartburn. Help students create a chart that lists the aromatherapy and the traditional Western treatments for each disease and medical condition. Have students identify the benefits and drawbacks of each treatment. Ask students: What are the philosophical differences between aromatherapy and traditional Western medicine? Do you think aromatherapy is effective? Do you think it is safe? Why or why not?

LINKS:
http://www.naha.org/
http://www.healthanswers.com/centers/topic/alternative/Aromatherapy_guide.asp
http://library.thinkquest.org/24206/aromatherapy.html
http://dmoz.org/Health/Alternative/Aromatherapy/Information/
http://www.int-fed-aromatherapy.co.uk/index.html
http://www.webmd.com/

EDITOR'S NOTE:
alternative medicine
aromatherapy
gums and resins
physiological
olfactory
Pavlovian

WORLDVIEW

Top of the World: Russia Adoption Ban

1. What is the objective of Russia's new law on adoption? What problem exists as a result of this new law? Why does it leave some adoptive parents and children in limbo?

2. Approximately how many children are wards of the state in Russia? Why do you think this number

has grown since the collapse of the Soviet Union? How would you describe the conditions of Russia's regional orphanages? Considering the fact that so many Russian children are in need of parents, why do you think some Russian leaders would be opposed to international adoption?

3. What would you need to know if your family was interested in adopting a Russian child? Have students consult the websites below to learn more about the legal, cultural and medical requirements prospective families would have to consider, and share their findings. Ask students why they think these requirements are in place. Point out that before the new legislation was passed, adoption agencies were telling American parents to expect about a nine month adoption process for a Russian child. How will the new law impact this waiting period? Do students think the law will ultimately help or hurt Russia's orphans?

LINKS:
http://travel.state.gov/adoption_russia.html
http://www.russianadoption.org/Adoption_Agency_list.htm
http://www.cdc.gov/travel/vaxundr2.htm
http://www.geocities.com/adopting_from_russia/index.html
http://russianculture.about.com/culture/russianculture/index.htm

Inside North America: New York's African Immigrants

1. Approximately how many African immigrants now call New York City home? In spite of their cultural contributions and some success stories, why aren't these immigrants thriving? Explain how language is a barrier to their success.

2. Based on what you have seen in the video, how would you describe the relationship between the white community and the African community in New York City? What is integration? Have the African immigrants in this community integrated with African Americans? Why do you think this is so?

3. Use this opportunity to introduce your students to the beauty and diversity of African culture. Divide students into groups and have each group choose one African nation or ethnic group to research, concentrating on its culture. Have each group present its findings in class. Inform your students that New York City is known for its cultural street festivals, and ask them to imagine the sights and sounds of an African cultural street festival in one of its neighborhoods. Have each student use what he/she has learned to write a paper describing the experience of a day at an African cultural street festival.

LINKS:
http://www.nyhistory.org/senecavillage.html
http://wnyc.com/newsinfo/arts/sorokobi061699.html
http://www.ins.usdoj.gov/graphics/aboutins/statistics/110.htm

Check it Out: Swedish Stress Clinic

1. What is "Internet stress"? What are its symptoms? How is Sweden's new stress clinic faring? Why are stress-related illnesses so common there? What kind of treatments are available at the clinic?

2. Stress can have serious health consequences. According to the American Institute of Stress, "75-90% of all visits to primary health care physicians are for stress-related disorders." Challenge your students to learn more about stress and its physical effects, including stress-related minor ailments and chronic illnesses. Have each student prepare an in-depth presentation about a stress-related health problem. After the presentations, discuss what can be done to minimize the effects of stress and reduce the incidence of stress-related chronic health problems.

LINKS:
http://www.stress.org/

http://web.inter.nl.net/hcc/T.Compernolle/strescat.htm#Workstr
http://www.hightechcareers.com/doc398a/health398a.html

EDITOR'S NOTE:
accreditation
wards
immigrants
grass roots
insularity
Internet technology
Waterloo

NEWS CHRONICLE

Democracy in America: Party Conventions

1. How were presidential nominees chosen in the early days of the U.S.? Why did national party conventions evolve from this process? Which party held the first convention, and when did it take place?

2. How have national party conventions changed since their earliest events? Why are today's conventions seen by many as "choreographed"? Do you agree or disagree with this assessment? Explain. What is a "rubber stamp"? How do party conventions sometimes "rubber stamp" actions that have taken place before the convention starts? How did Ronald Reagan try to change this? Was he successful?

3. What are party platforms? What are delegates? How has their role in the nominating process changed? How are party convention delegates chosen today? Why is former Democratic delegate Stephanie Stuckey suing to change her party's delegate selection process? How do the Democratic and Republican parties differ in the number of delegates they send to their conventions? What might be some advantages and disadvantages of sending large numbers of delegates to a party convention?

4. Why is the selection of the venue, or location, of a political convention important? Which U.S. city has hosted the most political party conventions? Where will the Republicans hold their convention this year? What is the site of the Democrats' convention? Why is each site significant to its respective party?

5. What are special interest groups? How might these groups align themselves with different political parties? Have students work in groups to learn more about the special interests that associate with each political party, and share their findings. Refer back to the video and ask students to recall the definition of party platform. How might special interests try to shape a party's platform? How does the national convention provide a forum for their impact? Challenge students to predict the impact of some special interest groups on this year's Democratic and Republican national conventions.

6. What are the elements of a national party convention? Lead a class brainstorming session to generate a list of the components of a national party convention, including the delegates, the platform, the venue, the media, the nominating process, the selection of a vice-presidential running mate, the speeches (especially the keynote and nominating speeches), and the convention "bounce" (boost in the polls that the party gains immediately following the convention.) Divide the class into small groups. Direct each group to choose one of the components of a national party convention and research historical information and the component's role in creating the convention experience. Have each group report its findings. Why do students think national party conventions have become such major media events? Are these events significant to the political process? Why or why not?

LINKS:

http://www.time.com/time/daily/special/look/0,2633,37744,00.html
http://www.library.upenn.edu/vanpelt/guides/elections.html#4
http://www.historyguy.com/Politicalparties.html
http://www.historyguy.com/party_histories.html
http://www.thegreenpapers.com/

EDITOR'S NOTE:
trustee
delegate
platforms
national party conventions
venue

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CNN NEWSROOM Guide

May 24, 2000

Today's CNN NEWSROOM is not closed-captioned due to technical problems. We apologize for any resulting inconvenience.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 01:00...02:30

Top Story ... 02:30...05:00
Israeli troops withdraw from their "security zone" on the Lebanese border.

DAILY DESK ... 00:45...05:45

Business Desk ... 02:00...07:45
In a tight labor market, the best employees go to the highest bidder.

WORLDVIEW ... 00:25...08:10

Communication Transformation: "Ananova" ... 03:20...11:30
Meet "Ananova," the virtual newscaster.

Taking Care of Business ... 04:00...15:30
A sports background can be an asset or a detriment in business.

Culture Watch ... 02:00...17:30
British retailers that rely on suit sales suffer from "casual Friday" fallout.

Turner Website Information ... 00:45...18:15
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:35...18:50

After the Bell ... 08:00...26:50
One college provides an insider's look at its admissions process.

Look Ahead ... 00:30...27:20
June 1st: The changing face of black colleges

CNN NEWSROOM CLOSE ... 00:40... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Lebanon Pullout

1. Why do you think Israel calls this territory along the border with Lebanon a "security zone"? Why do you think Arabs call it "occupied territory"? What is Hezbollah? How is the group reacting to the withdrawal of Israeli troops from this territory? What is the S.L.A.? Why is its future in jeopardy?

2. Who or what is filling the security vacuum resulting from Israel's withdrawal? How are Moslem villagers reacting to the presence of Hezbollah? Why are the Israelis trying to prevent their equipment from falling into the hands of guerilla forces? In the video we hear that "intense international efforts to stabilize border security are now underway." What do you think the international community will do to promote stability in this region?

3. The withdrawal of Israeli troops has been met with mixed feelings in Israel. One Israeli newspaper called it "a day of humiliation" and compared the withdrawal to the image of the "last helicopter on the roof of the American Embassy in Vietnam." On the other hand, The Four Mothers, a grass roots movement of mothers of Israeli soldiers, was instrumental in changing the government's policy and orchestrating the pullout. Have students examine both sides of the issue by researching the pros and cons of Israel's occupation of South Lebanon, as well as the history of its military involvement there. Share student findings in class discussion. Poll students to see if they think Israel is doing the right thing by withdrawing its troops. If they were Israeli citizens, would they agree with their government's decision to withdraw? Discuss.

LINKS:
http://cnn.com/2000/WORLD/meast/05/23/israel.lebanon.05/index.html
http://cnn.com/WORLD/struggle_for_peace/
http://cnn.com/2000/WORLD/meast/05/23/israel.mood.reut/

EDITOR'S NOTE:
security vacuum
Hezbollah
Shi-ite Moslem
guerilla
Lebanon
S.L.A.

DAILY DESK

Business Desk: Cost of an Employee

1. What is a bonus? Why are prospective salespeople being offered a $2000 bonus at the Denver dealership seen in the video? Why is competition for workers so tough in Denver?

2. What kinds of questions are prospective employees asking of businesses when they interview? What does Tom Braun do for a living? Why is able to get a job almost anywhere he wants? Although benefits are important to him, what is the most important factor in Tom Braun's choice of employment?

3. If businesses have to increase salaries to attract new employees, how does it impact the business' bottom line? What does this mean to the business' profits? How does a business stay in business if it has to offer more money to prospective employees?

4. Inform your students that last month the unemployment rate in the U.S. fell to 3.9%, evidence that the competition for qualified workers is getting even tougher. Direct groups of students to find out

what local businesses are doing to meet this challenge. Have each group interview at least one business manager or owner to find out whether salaries are being increased, what perks and benefits are being offered and any other strategies he/she is using to attract the best prospects. Have each group share its findings. Discuss how these measures ultimately impact the consumer. Use this information to illustrate how an "overheated" economy results in inflation, which is a negative consequence of a strong economy.

LINKS:
http://stats.bls.gov/ceshome.htm
http://ces.ceridian.com/Info/Article/Display/1,1197,38240,00.html
http://chicagotribune.com/business/smallbusiness/article/0%2C2669%2C2-28826%2CFF.html

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EDITOR'S NOTE:
unemployment rate
signing bonus
longevity bonus
stock options
benefits
grosses
profits

WORLDVIEW

Communication Transformation: "Ananova"

1. What is "Ananova"? Who created this simulation? How does she display aspects of a "personality"? Why do her creators want her to become "someone you warm to and trust"?

2. How is Ananova different from human newscasters? What physical features does she have? Why did her creators choose these features? Why do her creators think that people will want to bond with an electronic puppet? Do you think people will bond with Ananova? Why or why not?

3. If possible, have your students check out Ananova on the Internet and note their responses to her delivery of information. Do they think she is credible as a news source? Do they think people will come to rely on Ananova for their news? Have each student write a critical analysis of the virtual news anchor and share his/her ideas with the class.

LINKS:
http://www.ananova.com/
http://www.csmonitor.com/atcsmonitor/cybercoverage/sitereviews/p-021100siteananova.html

Taking Care of Business: Business Management and Sports

1. What are Johnny Searle's passions? How does he combine the two in the business world? Does his sports background help his career? Explain. When is a sports background a negative in the business world? How did former jockey Richard Dunwoody discover this when he left racing?

2. Many of the qualities athletes value are also prized by businesspeople. Have students search resources on personal success and effectiveness. Direct students to identify the language that is used by successful businesspeople and the traits they learn to develop. Share student findings. Call upon student athletes in your class to compare some of the qualities in personal effectiveness training to their training in sports.

3. What attributes of a good athlete are assets in the business world? Is athletic ability or experience ever a negative in business? Ask a businessperson who excelled in a sport, either in college or professionally, to address the class on these issues. Have the businessperson talk about the way that

sports helps him/her to establish business relationships, and how his/her mental and physical conditioning enables him/her to prepare for business challenges. Then ask the speaker to talk about the times, if any, when a sports background may work to his/her disadvantage. Discuss the ways in which the positive and negative experiences of participating in sports prepare a person for life in the business world.

LINKS:
http://www.buildingyourself.com/book.htm
http://sites.netscape.net/donnak3/abetterperspective
http://www.pao.org/

Culture Watch: Dress Down Profits

1. How is business attire changing in London? How is this change affecting High Street retailers like the Arcadia Group and Moss Bros? How has "business casual" impacted the sales of traditional suits at Austin Reed?

2. What other factors are contributing to financial woes for London's clothing retailers? In spite of the negatives, how are some companies turning the new dress code into opportunity? How does the cost of casual wear compare to that of a typical suit and tie? Why do you think each option is likely to make the same dent in a buyer's wallet?

3. Some experts say that attire in the business place has become "too casual." What do students think? Ask students to recall the last time they went to an office: Did they notice what employees were wearing? If so, did their attire impact, positively or negatively, the "image" that business was trying to put forth? Discuss the pros and cons of casual wear in the office, and what can be done to assure performance and service are not taken casually.

4. Many students will be heading into the business world shortly, either for summer jobs or for their first real full-time employment. Invite a human resources professional to discuss what one should wear to different job interviews. For example, for what jobs is casual attire acceptable on an interview, and how casually should one dress? When should young men and women wear business suits to interviews? After the presentation, have each student write a preparatory plan of action for his/her upcoming job interview, based on the kind of job he/she is pursuing.

LINKS:
http://www.businesscasualwear.com/
http://www.sra.com/career/lev3_faq.html
http://www.newtimes-slo.com/archives/cov_stories_1999/cov_082699.html

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EDITOR'S NOTE:
techies
access
solicitor
dress down
business casual

NEWS CHRONICLE

After the Bell: College Admissions

1. Where is Williams College? Why is spring "a thrilling time" for admissions officers at the college? What kinds of qualifications do they consider for admissions to Williams? What factors seem to weigh favorably toward admission? What factors seem to work against a candidate?

2. What kind of rating scales does Williams use to judge its applicants? What kind of college board

scores would a "five" academic student have? What "invisible factors" would the admissions counselors consider in addition to test scores when it comes to academics? Why would the Williams admissions board not fill its freshmen class with all academic "ones" and "twos"? How are non-academic accomplishments rated? What categories are considered? Why do you think the admissions board attaches heavy weight to "intensity of commitment"?

3. Which candidates under consideration by the board were admitted to Williams? What factors do you think tipped the scales in each candidate's favor? How did some of the candidates react when they received their acceptance letters? Are you considering college? If so, how important is it to you to be accepted into the college of your choice?
4. Invite a guidance counselor from your school to address the class on the "invisible factors" colleges consider when reviewing applications. How do factors such as difficulty of classes, extracurricular involvement, and others impact the decision-making process for admissions officers? After the discussion, ask your students to list some of the "invisible factors" that they can capitalize on when applying for college. Have each student customize the list to reflect his/her academic and extracurricular experience.
5. Most students and colleges have already made their decisions for the next academic year, but it's never too early for underclassmen to start preparing for the college selection and application process. Have students consult the Internet and other resources to learn more about choosing and applying to college. Encourage students to create long-term calendars to guide them through the processes over the next year or years.

LINKS:
http://www.collegeispossible.org/
http://www.commonapp.org/
http://www.families.com/article/0,1120,1-269,00.html
http://www.collegeboard.org/collapps/html/checklst.html
http://miavx1.muohio.edu/~DUNLOPMM/collegeapp/

EDITOR'S NOTE:
admissions criteria
standardized test scores
"intensity of commitment"

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CNN NEWSROOM Guide

May 25, 2000

Teachers, please note: There will be no CNN NEWSROOM and no Daily Guide this Monday in observance of Memorial Day in the U.S.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:40...02:10

Top Story ... 02:20...04:30
The U.S. House of Representatives approves Permanent Normal Trade Relations with China.

U.S.-China Trade (Part II) ... 02:30...07:00
American businesses and some Chinese dissidents support PNTR for China.

In the Headlines ... 02:30...09:30
United Airlines and U.S. Airways announce an aviation mega-merger.

DAILY DESK ... 01:00...10:30

Science Desk ... 02:05...12:35
Scientists may have found a way to lengthen cell life through a new cloning process.

Turner Website Information ... 00:45...13:20
Information on the CNN NEWSROOM Daily Classroom Guide

WORLDVIEW ... 00:30...13:50

Top of the World ... 02:40...16:30
Sit in on a conversation with some modern-day explorers.

Around the World ... 02:50...19:20
John Simpson is one of the last of the original nuclear scientists.

World of Science: France and DNA ... 04:00...23:20
French authorities use DNA testing to establish royal lineage, inheritance and criminal blame.

NEWS CHRONICLE ... 00:40...24:00

Student Bureau ... 03:00...27:00
Meet the man behind "Garfield."

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: U.S.-China Trade

1. How was yesterday's House approval of the China trade bill "historic"? Why is this issue a politically risky one for President Clinton? Who were his unlikely allies in this battle? According to President Clinton, who will benefit most from permanent normalized relations with China? Why?

2. What was the final vote tally on the House floor on this bill? Why did many Democrats oppose the president? Why are industrial unions opposed to normal trade with China? How are the unions and opposing Democrats reacting to passage of the bill? What is a "lame duck"? Why would defeat on this measure have labeled President Clinton a "lame duck"? What is the president's strategy for reconciling with opposing members of his own party?

3. As they debated whether to grant China Permanent Normal Trade Relations (PNTR) status, members of the House presented their views in an attempt to persuade the undecideds. There were many reasons to support or oppose the measure. For House Majority Leader Dick Armey (R-Texas), support was based on political ideology. He said, "Information is the lifeblood of a market. It is also poison to dictators. If we vote 'no' today, we condemn the people of China to a continued life of despair."
   1. Generate a class discussion about Representative Armey's comments. Do students agree or disagree with him? Why?
   2. Direct groups of students to conduct research into the pros and cons of normalizing trade relations with China, from both economic and political perspectives.
   3. Have groups share their information with the class. Discuss such factors as the balance of trade between the U.S. and China, ideological differences between the U.S. and China, and China's record on human rights. To what extent could any or all of these factors be impacted by free trade between the China and the U.S.?
   4. Challenge each student to use his/her research and information from class discussion to write a brief speech supporting or rejecting the China trade bill.
   5. Have each student take on the role of a member of the U.S. House and deliver his/her speech to the class. Students may use charts, graphs, or other visual aids to support their arguments.

   At the end of the speeches, take an informal poll of the class to see if any students have changed their positions. Then take a "roll call" vote on the bill. How do students' votes compare to the House of Representatives' final tally?

LINKS:
http://cnn.com/2000/ALLPOLITICS/stories/05/24/china.trade/index.html
http://www.cnnfn.com/news/specials/china_trade/
http://www.cnnfn.com/2000/05/24/asia/china_reax/

U.S.-China Trade (Part II)

1. Why do some American companies like Pizza Hut believe that PNTR is their best hope for doing business in China? What do those who oppose the bill say about China's human rights record? Why have some dissidents and the Dalai Lama come out in favor of normalized trade relations with China?

2. What is the WTO? Have students work in groups to learn more about the World Trade Organization, and why China wants to become a member. Share group findings. How will membership in the WTO affect China's trade with other nations? In the video we learn that if PNTR is not passed by the Senate, American businesses may be shut out of trade with China, even if China joins the WTO. Discuss why this is so.

LINKS:
http://www.wto.org/
http://usaengage.org/resources/Chinareference.html
http://www.cnn.co.uk/ASIANOW/east/9911/15/china.wto.05/

In the Headlines: Airline Merger

1. Why is the merger between United Airlines and U.S. Airways being touted as "a milestone in commercial aviation history"? How large will the new carrier be? In what markets is each airline currently strong? What steps will each take to please antitrust regulators and consumer groups? Who might represent the strongest opposition to this deal? Why?

2. What happens when a corporate merger takes place? Who is most keenly affected, for better and for worse? In class discussion, examine the merger from the point of view of different interests. Ask students to put themselves in the place of each interest and discuss how this airline merger might impact them as air travelers, United and U.S. Airways employees, the stockholders of each company, and the competing airlines. After the discussion, have students conduct research to learn more about mergers and to determine the accuracy of their perspective views. Do students think federal regulators should allow this merger to go through? Why or why not?

LINKS:
http://cnnfn.com/2000/05/24/deals/united/
http://cnnfn.com/2000/05/24/deals/united_merger/

EDITOR'S NOTE:
tariffs
"lame duck"
Permanent Normal Trade Relations
World Trade Organization
dissidents
merger
concessions
antitrust regulators

DAILY DESK

Science Desk: Cloning and Aging

1. What are the tips of chromosomes called? What attribute of the telomere indicates a long or short life span? How did cloning affect the telomeres in the cloned calves' cells?

2. What factors determine the life span of an individual? What benefits could be derived through the use of telomere elongation? What are some of the ethical questions regarding cloning and the revitalization of cells?

3. Inform students that telomeres are actually repeating sequences of DNA at the ends of chromosomes. Each time a cell divides, the telomeres shorten (like breaking off the ends of a loaf of bread toward the middle). Eventually, telomeres become too short for a cell to divide, which causes cell death. Challenge your students to investigate how manipulating chromosomal telomeres might be used to fight disease. Group your students. Have each group:
    1. Identify a disease that it would like to investigate, such as cancer or cystic fibrosis.
    2. Assume the role of scientists working towards treating the disease through the process of manipulating telomeres.
    3. Explain how the lengthening or shortening of telomeres would help treat the disease. Have each group share its research and provide a critical analysis of how prolonging or shortening the life of the cells might impact the disease.

EXTENSION: Direct students to discuss the following question: What are the benefits and drawbacks of eradicating diseases and prolonging the life spans of humans?

LINKS:
http://www.geron.com/GeronPress/BackgrounderJan13.html
http://resolution.colorado.edu/~nakamut/telomere/readings.html
http://www.newscientist.com/nsplus/insight/clone/clonesmaynot.html
http://www.sciam.com/explorations/1998/020298telomere/
http://cnn.com/HEALTH/9801/13/life.extention/index.html#2
http://www.usnews.com/usnews/issue/980126/26upda.htm
http://www.sciencenews.org/sn_arc97/10_11_97/fob1.htm

EDITOR'S NOTE:
telomeres
cloned
biological clock
chromosomes

WORLDVIEW

Top of the World: Modern Explorers

1. Who are the contemporary explorers present at this conversation? What features of the earth have they explored? Describe their experiences. What new frontiers do they say remain to be explored?

2. Mt. Everest climber Richard Ellis says of exploration, "By going there, you change it. Hllary changed Everest permanently and irrevocably by standing on top of it." What do you think he means? In your opinion, is exploration a destructive or a constructive process? State your rationale.

3. Refer students back to the video to identify ways in which technology has aided modern exploration. Then have students work in small groups to identify other uses for technology, not seen in the video, that are used in the exploration of earth and space. Have each group choose one of these technological advances and research its invention, development and use. Direct groups to make formal presentations of their findings. After the presentations, challenge students to make predictions about future exploration and the technological advances that will lead to new discoveries.

4. Challenge your students to consider what the conversations might be like in hypothetical meetings of modern and ancient explorers. For example, what might be the topics of discussion between Sylvia Earle and Ferdinand Magellan? What questions would the two explorers ask of each other? What achievements could they claim in their own lifetimes? Divide your class into small groups of two or three students each, and direct each group to select any combination of modern and past explorers. Have groups research the achievements and discoveries of their chosen explorers. Then have each group present a role-play in the form of a talk show (such as "Larry King Live"), roundtable discussion, or casual conversation among the past and present explorers. How was each achievement an exploration "milestone" in its own time?

LINKS:
http://www.south-pole.com/p0000017.htm
http://seds.lpl.arizona.edu/
http://www.cnn.com/TECH/space/shuttle.html

http://www-ocean.tamu.edu/education/oceanworld/Satellites_and_Ocean_Explo.html

Around the World: Doomsday Scientist

1. Who is John Simpson? What kind of energy did he help to harness? How did Mr. Simpson see his role in this process? Why did his feelings of patriotism give way to dissent?

2. What did John Simpson and his colleagues say in their Life Magazine interview in 1945? What is the "Doomsday Clock"? When did the clock come closest to nuclear "midnight"? When has it been set back the furthest? What does the most recent edition of the Atomic Scientists' Bulletin tell us about the world's nuclear stockpiles? Where are most of these stockpiles located? Why do you think this concerns the scientists?

3. John Simpson is now 83 and the last of the original atomic scientists. He still appeals to the world's leaders to outlaw the nuclear bomb. In 1946 another one of the Bulletin's authors, Albert Einstein, saw an ominous future. He said, "The unleashed power of the atom has changed everything save our modes of thinking, and thus we drift toward unparalleled catastrophe." Do students think there is cause for concern about nuclear proliferation? Have them work in groups to research the current state of nuclear proliferation, including which nations have or could have nuclear weapons, who is currently developing and testing them, and what conflicts currently involve these nations. Share group information in class discussion. Have each student write an essay in which he/she offers the rationale for agreement or disagreement with John Simpson and Albert Einstein.

LINKS:
http://www.bullatomsci.org/clock/doomsdayclock.html
http://www.bullatomsci.org/clock/nd95moore3.html
http://www.fas.org/nuke/hew/index.html

World of Science: France and DNA

1. What is DNA testing? How have French authorities recently used DNA testing to confirm the claim of a descendant of the royal family? In what other high profile cases have French authorities utilized DNA testing? How has the use of DNA testing impacted the numbers of paternity challenges in France over the past decade? Why do some scientists think this is "a bad use for genetics"? Do you agree or disagree with their reasoning? Explain.

2. Refer students back to the video to identify the ways in which DNA evidence is being used in France. Then challenge students to consult the Internet, their texts, and other resources to list other applications of genetic testing. Share student findings. Generate a class discussion about the bioethics of these applications. Do students think the advances in DNA technology have been positive? Why or why not? Discuss.

LINKS:
http://dna2z.com/a2z/
http://vector.cshl.org/
http://vector.cshl.org/dnaftb/
http://vector.cshl.org/resources/aboutdnafingerprinting.html

EDITOR'S NOTE:
National Geographic Society
uranium
nuclear reaction
atomic
Doomsday Clock
proliferation
DNA

monarchy

NEWS CHRONICLE

Student Bureau: Jim Davis Profile

1. What is "Garfield"? Who is the cartoon character's creator? How did Jim Davis get the idea for the character? What other characters did he develop to accompany Garfield?
2. How did Garfield, John Arbuckle and Odie get their names? Have Jim Davis and his pet Garfield taken on each other's characteristics? Explain. What evidence points to the success of Jim Davis' creation? According to Mr. Davis, what is Garfield's only reason for being?
3. As a cartoon character, Garfield has taken on a personality more human than feline. Challenge your students to develop animal cartoons with human characteristics. Have each student choose one animal---a pet or animal in the wild---and create a comic strip that gives that animal a personality of its own. Students may create single or multi-frame comics to illustrate their characters' traits. Remind students to name their characters and comic strips. Post students' creations in the classroom.

LINKS:
http://www.garfield.com/
http://www.animationartgallery.com/agarfield.html
http://home.cdsnet.net/~lwood/garfield.htm

EDITOR'S NOTE:
"Garfield"
Jim Davis
comic strip
optimist

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CNN NEWSROOM Guide

May 26, 2000

Teachers: If you are on our e-mailing list and do not want to receive the Guide over the summer, please address a blank e-mail *from the account that receives the e-mail Guide* to: cnrguide-nomail@lists.turner.com
You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on
August 14th.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45...02:20

Top Story ... 02:35...04:55
Lebanese declare a national holiday as Israeli troops withdraw from their country.

Lebanon Withdrawal (Part II) ... 02:00...06:55
Israel calls on Lebanon to make the troop withdrawal a step towards peace.

DAILY DESK ... 00:45...07:40

Editor's Desk ... 02:05...09:45
Film makers use animatrons to protect live animals.

WORLDVIEW ... 00:30...10:15

Inside Asia ... 03:45...14:00
Teachers: This story contains accounts that may be disturbing to some students. Please preview.
The work of legendary photojournalist Al Rockoff is on display for the first time.

Divine Guidance: The Pope's Clothes ... 03:25...17:25
A family business clothes the "men of the cloth."

Culture Watch ... 02:35...20:00
While most people his age are well into retirement, this 91-year old is balancing on a high wire.

Turner Website Information ... 00:45...20:45
Information on the CNN NEWSROOM Daily Classroom Guide

NEWS CHRONICLE ... 00:30...21:15

Our World ... 03:00...24:15
An all-girl orchestra captures the magic of Vivaldi's "Four Seasons."

Student Bureau ... 02:45...27:00
"The Wall that Heals" is making a national tour of the U.S.

CNN NEWSROOM CLOSE ... 01:00... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Lebanon Withdrawal

1. Why had Israeli troops been stationed in South Lebanon for two decades? Who has been fighting what they believed was the "occupation" of Lebanon by Israel? What was the rationale for their fight?

2. How have the Lebanese reacted to the Israeli withdrawal of troops? What are Lebanese militia doing that has authorities concerned? What territory could be the next stumbling block in establishing peace in the region? Why?

3. What is nationalism? Generate a class discussion about this term and other times that students have heard it used throughout history. Discuss how nationalism is at work among the countries in the Middle East, and most recently, in Lebanon and Israel. Have students give examples of times when nationalistic feelings can be positive. Then ask them to recall instances when nationalism can be a negative force. How would they characterize the current wave of nationalism in Lebanon? In Israel? Discuss.

LINKS:
http://lcweb2.loc.gov/frd/cs/iltoc.html
http://lcweb2.loc.gov/frd/cs/lbtoc.html

Lebanon Withdrawal (Part II)

1. Why did Israeli Prime Minister Ehud Barak travel to Northern Israel? In addition to reassuring his citizens, what did Mr. Barak ask of the President of Lebanon? How does Israel's Public Security Minister believe that his country's troop withdrawal will impact the peace talks with the Palestinians? Do you think the Israeli withdrawal will be seen by its Arab neighbors as a gesture towards a lasting peace? Explain.

2. In response to Prime Minister Barak's concerns, Lebanese Prime Minister Salim Hoss rejected allegations that Hezbollah guerillas were controlling the streets of Southern Lebanon in the wake of Israel's withdrawal. Ask students what they think the Lebanese leadership could do to reassure its own citizens, the Israelis living on the border, and the Israeli government that the Lebanese government is in control. Have students conduct research to learn more about the current political climate in Israel's former "security zone" along the Lebanese border, and share their findings. Are Israel's fears of Hezbollah control justified? Why or why not?

LINKS:
http://cnn.com/2000/WORLD/meast/05/25/israel.lebanon.02/index.html
http://www.knesset.gov.il/index.html
http://www.lebanon.com/

EDITOR'S NOTE:
Hezbollah
religious sect
checkpoint

consensus
Druze
Israeli Knesset
Palestinian Authority
Ehud Barak

DAILY DESK

Editor's Desk: Fake Animals

1. Have you seen the bear in "Legends of the Fall"? If so, did it seem real to you? Why or why not? Name some other fake animals used in movies and films. Which ones are meant to look real? Which ones are designed to look fake, but are alive? How do you think these shots were taken without the benefit of the fake stand-ins? Explain.

2. What skills, education and special training do you think a person might need to create animatrons? Refer students to online and library resources to locate universities that offer courses related to the study of animatron art and design, such as animation and robotics. Have students compare and contrast the different programs of study.

3. Ask each student to design a movie scene or a television commercial that would include a fake animal as one of the characters. Using essays and art, ask students to answer the following questions: Why would an animatron be needed? What would it look like? What could it do? Direct students to write scripts and screen directions for their films or commercials. Have students share their projects and discuss.

LINKS:
http://www.animalmakers.com/
http://www.dreamation.com/
http://www.technicreations.com/

EDITOR'S NOTE:
animatronics

WORLDVIEW

Inside Asia: Cambodia War Photographer

1. Who is Al Rockoff? What war did he chronicle in pictures? What film depicted the experience? Why do you think Mr. Rockoff has stayed out of the public eye?

2. Why did Al Rockoff decide to stay on in Phnom Penh as the Khmer Rouge took over? What is his opinion about how he is portrayed in the movie "The Killing Fields"? What is Mr. Rockoff doing today?

3. What is the Khmer Rouge? Why are humanitarian leaders still calling for its leaders to be brought to justice? Have students work in groups to learn more about Cambodia's civil conflict and the reign of terror imposed by the Khmer Rouge. (Note to teachers: You may want to make sure this topic and resources are appropriate for your students' level.) Share group findings. Discuss the historical background to the events that Al Rockoff witnessed.

4. Over the past century, photojournalists have captured global atrocities in their pictures of the world wars, the Holocaust, ethnic violence in Africa and Eastern Europe, and political violence in Southeast Asia. Generate a class discussion about images students may have seen and whether or not they made an impact. Some observers say it is important to have a visual record of these atrocities so that humanity learns lessons from these events; others say photos of the horrific events desensitize humans to violence and the value of human life. What do your students think? Discuss.

LINKS:
http://www.encyclopedia.com/articles/06937.html
http://www.amnesty.org/news/1997/32301497.htm
http://lcweb2.loc.gov/frd/cs/khtoc.html
http://www.launcher.com/movie/KillingFields.html

Divine Guidance: The Pope's Clothes

1. What is the Slabbinck family business? Where is the business located? What items does the Slabbinck family create? For how long has the family been in this business? What research do family members sometimes have to do in their line of work?

2. How did founder Hendrik Slabbinck keep his business going during World War II? How is the Slabbincks' work unique? Why do you think their handmade items are so valuable? How is their business doing today? What does this say about the state of religion?

3. Catholicism is rich in ritual and costume, as are many other world religions. Many of the sacred clothing and ritual items of religions are of special significance. Have your students work in groups to learn more about some of these essential components of world religions. Challenge each group to prepare a presentation about a religious item of clothing or a ritual and research its origin, use and significance. Remind groups that clergy and religious instructors are good sources of information. Have groups present their information. Point out the common elements among different religions and promote a sense of respect among students for the beliefs of others.

LINKS:
http://www.catholic.net/RCC/POPE/Pope.html
http://www.silk.net/RelEd/papacy.htm

Culture Watch: Circus Performer

1. What does Konrad Thurano do for a living? How old is he? How often does he perform with the Apollo Circus? When did his career begin? Where has he performed? What keeps him going?

2. Have you ever been to the circus? If so, name some of the acts you saw. What kinds of skills do these performers have to have? Which of these performers do you consider the most talented? Why?

3. How do high wire performers keep their balance? Have students work in groups to examine the physical science behind the high wire. The last website below may be helpful as students conduct their research. Share group findings in class discussion. Next, challenge each group to select any one circus act such as acrobatics, juggling, trapeze, animal training, etc., and research the scientific principles behind the performance. Have each group use diagrams and other visual aids to explain the "science behind the circus."

LINKS:
http://asia.yahoo.com/arts/performing_arts/circus_arts/performers/
http://www.rippelbrothers.com/rippel-brothers.htm
http://ericir.syr.edu/Projects/Newton/13/lessons/hwire.html

EDITOR'S NOTE:
correspondent
Khmer Rouge
regime
denomination
tapestries
restorations
embroidery
pope

NEWS CHRONICLE

Our World: Vivaldi Musicians

1. Who was Antonio Vivaldi? What kind of music did he compose? Have you ever listened to a Vivaldi composition? If so, what was it and what did you think of it? Why is it significant that the all-girl orchestra in the video is playing Vivaldi's music?
2. Assist students in learning more about Antonio Vivaldi and the other composers of the Baroque Period. While students conduct their research, play some of the recordings of these composers. Have students share their information and discuss their reactions to this type of classical music. Point out the different instruments these composers used to create their music. Which of these instruments are still popular today? Are any of the songs students listen to based on classical tunes?

LINKS:
http://www.oasiskc.net/~bryanc/vivhome.htm
http://www.islandnet.com/~arton/bqxvivaldi.html
http://www.classical.net/~music/comp.lst/vivaldi.html
http://www.igs.net/~pawelmic/vivaldi.htm

Student Bureau: Vietnam War Memorial

1. What is "The Wall that Heals"? How long does it take to construct this replica? Whose names are inscribed on the wall? Who sponsors this project?
2. How does "The Wall that Heals" impact those who visit it? Have you ever visited this traveling memorial, or the Vietnam Veterans Memorial Wall in Washington D.C., or any other memorial? If so, which one did you visit? Did the memorial make an impact on you? Explain.
3. What is a veteran? Do you know any veterans? If so, in what wars did they serve? How do you think the U.S. should show its appreciation to veterans, living and deceased, on Memorial Day?
4. In spite of the domestic turmoil over the war in the U.S., many young men and women accepted the call to serve in Vietnam. This war was unlike any other Americans had experienced. By 1973, the United States had lost over 58,000 of its young sons and daughters in Vietnam. They had made the supreme sacrifice. Invite a local veteran of the Vietnam War to address your class. Ask the speaker to relate some of the experience, appropriate to the age of your students. Ask the guest to explain how he/she felt about the war during his/her tour of duty, and whether that opinion changed at any time during or after the war. Finally, have your speaker discuss how he/she and other veterans were received back home once the war was over.
5. The first U.S. President and Commander-in-Chief George Washington is reported to have said, "The willingness with which our young people are likely to serve in any war, no matter how justified, shall be directly proportional to how they perceive veterans of earlier wars were treated and appreciated by their nation." Read this quote to students and ask them to conduct research to learn more about what Vietnam veterans faced at home when the war was over. Based on this

experience, would the young people in class be inclined "to serve in any war, no matter how justified"? How do students think veterans of wars should be treated, regardless of the war's justification? Discuss.

LINKS:
http://thewall-usa.com/index.html
http://www.vietvet.org/thewall.htm
http://www.thevirtualwall.org/
http://www.teachvietnam.org/
http://turnerlearning.com/newsroom/archive/1199/NR111199.html

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EDITOR'S NOTE:
Antonio Vivaldi
Baroque
concerto
Vietnam
veterans
"The Wall that Heals"

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CNN NEWSROOM Guide

May 30, 2000

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You will receive a message saying that your mail has been suspended. We will "reactivate" your subscription on Aug. 14th.

-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 02:40...04:40
Peru's President Fujimori declares victory in a race some say was fraudulent.

In the Headlines ... 02:40...07:20
Former Indonesian President Suharto is under house arrest.

DAILY DESK ... 00:40...08:00

Health Desk ... 02:00...10:00
Scientists are researching the reasons why people yawn.

WORLDVIEW ... 00:30...10:30

Top of the World ... 03:35...14:05
A cholera epidemic devastates Madagascar.

Inside South America ... 05:40...19:45
The government of Brazil takes steps to decrease socioeconomic inequality.

NEWS CHRONICLE ... 00:40...20:25

Democracy in America ... 03:20...23:45
The role of the vice president has changed since the birth of the U.S.

Turner Website Information ... 00:45...24:30
Information on the CNN NEWSROOM Daily Classroom Guide

Our World ... 02:35...27:05
Teenagers design their dream cars in an automaker's unique competition.

CNN NEWSROOM CLOSE ... 00:55... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Peru Elections

1. Of what country is Alberto Fujimori president? Who is Alejandro Toledo? Why is he calling for a "peaceful revolution" in Peru? How are U.S. officials reacting to Peru's presidential election? Why are Mr. Toledo's advisers on their way to Washington, D.C.?

2. What is the OAS? What do those who say this election was fraudulent want the OAS to do? How are Peruvian authorities reacting to claims that the runoff is invalid? What are some of the different opinions heard on the street about this election and its validity?

3. Challenge students to formulate their own opinions on the validity of Peru's presidential election. Have them work in groups to research the circumstances surrounding Peru's recent presidential election and runoff and share their findings. Why are some saying that Mr. Fujimori should not be president? What do your students think? Have each student write a brief essay on whether or not Mr. Toledo is justified in demanding Peru's expulsion from the OAS. Have each student explain the rationale for his/her view.

LINKS:
http://cnn.com/2000/WORLD/americas/05/29/peru.elections.03/index.html
http://www.polisci.com/world/nation/PE.htm
http://www.oas.org/

In the Headlines: Indonesia Corruption

1. Why is former President Suharto under investigation by Indonesian authorities? How is the condition of his health complicating the investigation? How have student dissidents reacted to the pace of the investigation? What has President Wahid said he would do if Mr. Suharto is found guilty? Do you think this is a wise course of action? Why or why not?

2. What do students know about President Suharto's years in office and their impact on the people of Indonesia? Have students consult the Internet and other resources to learn more about Indonesia's recent history and the legacy of Suharto. Share student findings and discuss the circumstances that took the Suharto regime out of power: Should Mr. Suharto go to trial, is it likely he will have much public support? Why or why not?

LINKS:
http://cnn.com/2000/ASIANOW/southeast/05/29/indonesia.suharto.02/index.html
http://www.prica.org/indonesia/general/government.html
http://www.gimonca.com/sejarah/

EDITOR'S NOTE:
human rights record
runoff
fraudulent
Alberto Fujimori
Alejandro Toledo
spectacle
house arrest
corruption

DAILY DESK

Health Desk: Yawning

1. Who is Dr. Michael Thorpy? What is the topic of his study? Why do people yawn? Does yawning increase the flow of oxygen to the brain?

2. What is sleep? What is the correlation between yawning and sleep? Refer students to online resources to learn about the different types of sleep and why sleep is important to people's physical and emotional health. After students share their findings, divide your class into groups. Have each group prepare a presentation about the origin and treatment of a sleep disorder, such as sleep apnea, narcolepsy, or insomnia. Following the presentations ask students to discuss how the findings of Dr. Thorpy's yawning study might be used to help people with sleeping disorders.

LINKS:
http://faculty.washington.edu/chudler/yawning.html
http://www.sleepnet.com/
http://www.users.cloud9.net/~thorpy/
http://www.sleephomepages.org/
http://www.insomniacure.com/sleeplinks.html

EDITOR'S NOTE:
sleep disorders
neuropsychologist
carbon dioxide
pandiculation

WORLDVIEW

Top of the World: Madagascar Cholera

1. Where is Madagascar located? What is cholera? How have the people of Madagascar been affected by the cholera epidemic? What cultural, environmental, economic and political factors have contributed to the spread of the cholera epidemic in Madagascar?

2. How does a person contract cholera? Can cholera be treated? Explain. Why do you think cholera is more virulent in certain parts of the world, such as in Africa and South America?

3. Refer students to multimedia resources, including the websites below, to learn more about how the international community and the government of Madagascar have responded to the epidemic. Have students create a list of the organizations that are helping to eradicate cholera in Madagascar. Then instruct students to identify the strategies that these organizations and the government of Madagascar have used to stop the spread of cholera. Have students determine if these strategies have been effective. After students share their information, have them discuss what additional measures, if any, the government of Madagascar and the international community should take to stop the epidemic.

   EXTENSION: Ask students: Is cholera a health issue in your country? Why or why not? If not, what measures does your government take to control cholera and other contagious diseases?

LINKS:
http://www.embamoc-usa.org/
http://www.cdc.gov/ncidod/dbmd/diseaseinfo/cholera_g.htm
http://www.worldbank.org/

Inside South America: Brazil Shantytown

1. What percentage of Rio de Janeiro is composed of slums? How many people live in these slums? How are the residents of Rio's slums "marginalized from the institutional life of the city?"

2. What is inflation? How has inflation affected the people of Brazil since the 1980s? Why do you think inflation has impacted Brazil's poor people more so than the nation's rich? What is the "Real Plan"? Has this plan been effective? Explain. What other factors have contributed to Brazil's economic recovery? In your opinion, is Brazil's economy stable? Why or why not?

3. Why do you think there is such disparity between the rich and poor of Brazil? What action is the government of Brazil taking to improve the quality of life for the nation's poor people? Do you think these measures will remedy the socioeconomic inequality that exists in Brazil? Why or why not?

4. Remind students that in the video President Fernando Henrique Cardoso states that to solve Brazil's social problems the nation needs more employment, better education and healthcare, and to end corruption. Next divide your class into four groups. Have each group prepare a presentation about one of the following:
    - The unemployment rate and status of employment opportunities in Brazil
    - The strengths and weaknesses of Brazil's educational system
    - The strengths and weaknesses of Brazil's healthcare system
    - Evidence of political corruption within Brazil.

    Have groups present their findings and offer strategies for improving or resolving the identified problems. Following the presentations, ask students: In your opinion, what is the most critical social problem facing Brazil? Can this problem be resolved? Why or why not? If so, how?

LINKS:
http://www.cnn.com/2000/WORLD/americas/04/19/brazil.economy/
http://www.cnn.com/WORLD/americas/9901/16/brazil.econ/index.html
http://www.odci.gov/cia/publications/factbook/br.html
http://www.worldbank.org/html/pic/cas/cpin29.htm
http://www.worldbank.org/poverty/data/trends/traps.htm
http://www.unicef.org/
http://www.cnn.com/WORLD/9603/brazil_slums/index.html

EDITOR'S NOTE:
cholera
epidemic
hygiene
stigma
slum
nominal
real
inflation

NEWS CHRONICLE

Democracy in America: History of the Vice Presidency

1. What did John Adams and Thomas Jefferson think of the vice presidency? What did John Nance Garner mean when he said the vice presidency "wasn't worth a warm bowl of spit"? How and why did Theodore Roosevelt change the role of the vice president?

2. How have their changing political ambitions impacted the role of modern vice presidents? Which

vice presidents in the post WWII era have run for president and won? Which have run and lost? Why do you think there is now a power attached to the vice presidency that didn't exist before?

3. Inform students that eight sitting vice presidents--that's roughly one in five---have been called on to assume the presidency of the United States. Point out that observers often talk about the vice president being "a heartbeat away from the presidency," and discuss the meaning of this phrase. Considering the importance of this office, and the fact that a presidential nominee's choice of running mates determines who occupies this office, who would students recommend Al Gore and George W. Bush choose as their vice presidential running mates?
   1. Divide the class into small groups. Have each choose to work as a team of advisers to either Al Gore, the apparent Democratic presidential nominee, or George W. Bush, the apparent Republican nominee.
   2. Direct groups to research the backgrounds of their potential running mates to first identify their strengths on domestic and international issues, as well as "electability" and other intangible factors. Remind groups that their primary goal is to nominate someone who is capable of handling the presidency if called upon to do so.
   3. Have each group explain who it chose, and why.

4. As we have seen in the video, the vice presidency has undergone many changes since the Constitutional Framers first outlined its powers and duties. Have students examine these changes in detail. Divide the class into groups and have each group examine one of the following aspects of the vice presidency:
   - How the vice president is chosen and elected
   - How the duties of the vice president have changed and which duties have remained the same
   - How the issue of succession has changed.

   Have each group present its findings. Which of these changes have occurred as a result of legislation (i.e., changes to the Constitution) and which have occurred as a result of custom? Why do students think the vice presidency has undergone these changes? Discuss.

LINKS:
http://www.midnightbeach.com/jon/US-Constitution.htm
http://gi.grolier.com/presidents/ea/prescont.html
http://gi.grolier.com/presidents/ea/vp/vpusa.html
http://www.whitehouse.gov/WH/EOP/OVP/index.html

Our World: Dream Car Designs

1. Who sponsors the annual "Design Your Dream Vehicle Contest"? Who participates in this competition? Describe some of their designs. Who placed first in this contest? What was different about their entry? What does the contest sponsor hope to learn from these entries?

2. What are some of the names of the vehicles seen in this video? Do you think each of these names is significant? Why or why not? Automakers dedicate a great deal of time and resources to the development of vehicle names. List some of the names of different cars you see on the road today. Why do you think each was chosen for the particular vehicle it represents?

3. Challenge groups of students to create their own models or diagrams of their "dream vehicles." Give groups ample time to brainstorm and list their ideas, then select the best and refine them into cars they'd like to see. Have each group display its creation in a "dream vehicle" exhibit in your classroom.

LINKS:
http://www.classicar.com/
http://www.sos.state.mi.us/history/museum/techstuf/fifties/dreamcar.html

EDITOR'S NOTE:
Federalist
Marshall Plan
vice president
"veep"
photo ops
dream vehicle
ergonomics
finance plan

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CNN NEWSROOM Guide

May 31, 2000

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-------------- PROGRAM RUNDOWN --------------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:25... 01:25

TODAY'S NEWS ... 00:30...01:55

Top Story ... 02:35...04:30
President Clinton begins a weeklong trip to Europe.

In the Headlines ... 02:00...06:30
The U.S. delays giving aid to Colombia for its war on drugs.

DAILY DESK ... 00:30...07:00

Business Desk ... 03:10...10:10
Economic literacy is an important tool for financial survival.

WORLDVIEW ... 00:30...10:40

Inside North America ... 03:35...14:15
The U.S. Coast Guard asks for additional drug interdiction funding.

Taking Care of Business ... 04:45...19:00
An American chef opens a successful restaurant in Hanoi.

Culture Watch ... 03:40...22:40
The music of Brazil's Bahia region is gaining international recognition.

NEWS CHRONICLE ... 00:30...23:10

Jesse James ... 02:15...25:25
Officials open a Texas grave in search of the real Jesse James.

Student Bureau ... 02:00...27:25
Young chefs compete in a U.S. national culinary contest.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----------- CNN NEWSROOM STORIES ------------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Clinton In Europe

1. Why is President Clinton visiting Europe? Which nations does he plan to visit? What issues will U.S. and European Union leaders be discussing at the summit? Who are Jorge Sampaio and Vladimir Putin? How did they respond to President Clinton's plan for a new missile defense system? Why do you think the U.S. objects to a new European security force?

2. Have students review the issues that are slated to be addressed at the summit, then ask: In your opinion, what will be accomplished by President Clinton's visit?

3. Refer students to online resources to learn about:
    1. The history and status of the 1972 anti-ballistic missile treaty
    2. Why President Clinton wants to amend the treaty, and the objectives of the U.S. missile defense system
    3. Why President Putin opposes both the missile defense system and the idea of amending the treaty
    4. Whether the missile defense system might spark another arms race if it were put into effect.

   Have small groups of students use their research to write a speech for either President Clinton promoting the missile defense system, or for President Putin opposing the system. Have each group select a member to present its speech. Following the speeches, ask students: Do you think it is important that U.S. and European leaders reach a consensus on security issues? Why might it be difficult for them to achieve such a consensus?

LINKS:
http://cnn.com/2000/WORLD/europe/05/30/clinton.europe.02/index.html
http://cnn.com/2000/WORLD/europe/04/25/un.nuclear/
http://userpage.chemie.fu-berlin.de/adressen/eu.html
http://www.fas.org/spp/starwars/program/nmd.htm
http://www.clw.org/pub/clw/coalition/libbmd.htm

In the Headlines: U.S.-Colombia

1. Where is Colombia located? What is the amount of the proposed emergency aid package to Colombia? What is the status of the U.S. backed anti-drug programs in Colombia? What is Senator Trent Lott doing to push the aid package through Congress?

2. What social and political problems do you think arise from illegal drug abuse? What type of anti-drug programs has the U.S. sponsored in Colombia? What is the status of these programs? Why is the aid package to Colombia delayed in Congress? How does the delay continue to impact the drug problem in Colombia?

3. Have students review the reasons for the drug problems in Colombia and why the U.S. has helped to finance Colombia's drug war. Next, refer students to multimedia resources, including the websites below, to investigate the benefits and drawbacks of America's involvement in Colombia's war on drugs. Then, divide your class into two groups to debate the following resolution: The U.S. Congress should approve the $1.3 billion emergency aid package to Colombia.

LINKS:
http://www.cnn.com/2000/WORLD/americas/03/31/colombia3_31.a.tm/
http://www.cnn.com/WORLD/americas/9812/27/colombia.01/index.html
http://www.odci.gov/cia/publications/factbook/co.html
http://usinfo.state.gov/topical/global/drugs/subab.htm

http://www.usdoj.gov/dea/index.htm
http://undcp.or.at/index.html
http://www.senate.gov/

EDITOR'S NOTE:
missle defense system
Antonio Guterres
Vladmir Putin
European Security Force
AIDS
Colombia
war on drugs

DAILY DESK

Business Desk: Economic Literacy

1. How would you define "economics"? On what principles is economics based? What is economic literacy? Why are organizers of the conference seen in the video promoting economic literacy for disadvantaged young women?

2. What kinds of economic lessons are the young women in the video learning? How do you think these lessons will help them in their everyday lives? What do U.S. Census Bureau statistics say about women and poverty? How does this underscore the need for economic literacy, especially among young women?

3. In a recent National Council on Economic Education survey, 2/3 of the teens polled failed a basic test on economic literacy. Help your students become better informed consumers by having them examine some of the basic elements of economics. Divide the class into groups and have each research and deliver a concise report on one of the following, or on another similar economic topic of interest:
    - The role of the U.S. government in the economy (i.e., What is "monetary policy"?)
    - How credit and credit cards work, and the importance of maintaining good credit
    - What it means to be an entrepreneur
    - How and why people invest (i.e., types of investments, such as stocks, bonds, real estate)
    - Taxes--federal, state, local, sales, etc.
    - Personal finance, living within a budget
    - The differences between capitalism and other economic systems.

   Were students surprised by what they learned, through their own research and through the presentations? Do students think financial skills are important to their economic survival? If so, and if your school does not have a program in economic literacy, talk to other educators and administrators at your school about the possibility of implementing one.

LINKS:
http://adsections.businessweek.com/education/econlit/econindex.htm
http://www.nationalcouncil.org/poll/econsurvey.html
http://research.mpls.frb.fed.us/sylloge/econlit/more-resources.html
http://www.economicsamerica.org/maine/concise.html

EDITOR'S NOTE:
economic literacy
entrepreneur
financial security
economic empowerment

WORLDVIEW

Inside North America: Coast Guard Operation

1. What is the U.S. Coast Guard? How does it differ from other law enforcement agencies? From where does the Coast Guard receive its funding? What new measure has the Coast Guard taken to stop drug traffickers? What is "Operation New Frontier"? Has the program been successful? Explain. How much money does the Coast Guard need next year to continue its drug interdiction efforts?

2. Have students share what they know about the status and impact of illegal drug use in the U.S. If necessary, refer students to the websites below for background information. After students share their findings, have them prepare a chart of the different U.S. federal agencies that are working to stop the flow of illegal drugs to the U.S. Also, challenge students to identify how much money the U.S. government is spending to fund these agencies' drug interdiction efforts. Then, divide your class into two groups to debate the following resolution: The U.S. Congress should approve the Coast Guard's request for $17,000,000 so that the agency can continue to expand its drug interdiction efforts.

LINKS:
http://www.cnn.com/2000/US/03/16/coast.guard/index.html
http://www.whitehousedrugpolicy.gov/
http://www.usdoj.gov/dea
http://www.uscg.mil/
http://www.uscg.mil/hq/g%2Do/g%2Dopl/mle/drugs.htm
http://www.undcp.org/index.html

Taking Care of Business: Vietnam Business

1. Who is Bobby Chin? Where is The Red Onion restaurant located? What obstacles has Mr. Chin encountered as the chef at The Red Onion? Why might some people find it ironic that The Red Onion restaurant has been so successful? Do you think The Red Onion is a good business venture? Why or why not?

2. Have students share what they know about the history and impact of the Vietnam War. Ask students: How has Vietnam changed since the war? How would you classify Vietnam's economic and political systems? Direct students to online resources to learn about the ways in which Vietnam is embracing market-style reforms. Challenge students to identify examples, like The Red Onion, of how market reform is visible throughout Vietnam. Have students identify both private and state-owned enterprises. After students present their findings, ask: Why do you think many businesspeople have found working in Vietnam difficult? Why do you think some businesspeople are choosing to pull out of Vietnam and invest elsewhere? How might this action impact Vietnam? What social, political, and economic changes need to occur to encourage international investment and domestic prosperity?

LINKS:
http://cnn.com/SPECIALS/2000/vietnam/
http://cnn.com/SPECIALS/2000/vietnam/story/vietnam.today/
http://coombs.anu.edu.au/WWWVLPages/VietPages/WWWVL-Vietnam.html
http://www.cfcsc.dnd.ca/links/milhist/viet.html
http://204.249.212.251/shsira/Vietnam.html

Culture Watch: Brazil African Music

1. Where is the state of Bahia located? What is the name of its capital city? How is the culture of this region different from that of other parts of Brazil?

2. What is "afoxe"? What is "Candomble"? What is the correlation between Candomble and Bahia music? Who are some of the noted Bahia musicians? What personal obstacles did Virginia Rodrigues overcome to become a successful recording artist?

3. Refer to online resources, including the second website below, to investigate the history of the Africa-Brazil slave trade. Have students address the following questions to guide their research:
   - What were the slaves countries of origin? Why were the African slaves brought to Brazil?
   - What was the role of the Portuguese?
   - How did African slaves impact the culture of Brazil?
   - What cultural elements are reflected in the Bahia music?
   - Why do you think Bahia music is so popular?

   After students share their information, have them compare the history of Bahia music to the history of music that is indigenous to their country.

LINKS:
http://www.tidusa.com/PEHP2000/Planet_Earth/countries/brazil.html
http://library.thinkquest.org/13406/contents.html
http://www.bahiadance.qpg.com/
http://library.advanced.org/tq-admin/day.cgi

EDITOR'S NOTE:
traffickers
arsenal
expatriate
palette
heritage
boloco afro
afoxe
Candomble

NEWS CHRONICLE

Jesse James

1. Who was Jesse James? Why were his remains exhumed? What is the widely accepted view of how Jesse James died? What is genetic testing? How will genetic testing be used to determine the actual date that Jesse James died?

2. Who is Bud Hardcastle? According to Mr. Hardcastle, why might the results of the 1995 DNA study done in Missouri be wrong? What new evidence would need to be presented to refute the results of the 1995 genetic test?

3. Why do you think many people feel it is important to determine the actual circumstances surrounding the death of Jesse James? Why do you think people continue to be interested in Jesse James?

4. As a class, have students identify the steps involved in determining whether or not Jesse James is buried in Granbury, Texas. These steps include getting legal permission to exhume the body, exhuming the body, and performing genetic testing. Challenge students to identify the approximate costs associated with each of these procedures. After students present their findings, have them write position papers addressing the following question: Do you think determining when and how Jesse James died is worth the cost and effort?

LINKS:
http://cnn.com/2000/US/05/30/jesse.james.reut/index.html
http://www.encyclopedia.com/articles/06567.html
http://www.georgetown.edu/research/nrcbl/scopenotes/sn22.htm

Student Bureau: Culinary Contest

1. Who is Brent Lewis? What contest did he recently win? Who participated in the contest? What criteria did judges use to critique the participants? Do you think contests are a good way to recruit people into the culinary profession? Explain.

2. Have you ever thought of becoming a chef? Why or why not? What skills and attributes do you think a person should have to become a successful chef? To what degree do you think a chef determines the success or failure of a restaurant?

3. Culinary arts is one of several professions within the field of creative and applied arts. Group students. Refer each group to multimedia resources to prepare a presentation about a profession within the field of creative and applied arts. Such professions include media arts and animation, graphic design, multimedia and Web design, culinary arts, and fashion. If possible, encourage each group to interview professionals who are working within the profession. Have groups include the following information in their presentations:
    - Descriptions of jobs within the professional discipline
    - Salary ranges
    - Required training and education
    - Examples of people who have succeeded within the profession.

   As part of the presentations, direct each group to design a contest or seminar that could be used to recruit high school students into the profession. Following the presentations, have each group prepare a written report of its research and a description of its contest or seminar. Submit the students' reports to the career counselor at your school.

LINKS:
http://www.cia.aii.edu/apply_popup.htm
http://www.artinstitutes.edu
http://www.ciachef.edu/
http://www.jobs.com/Students/campus.asp?school=751

EDITOR'S NOTE:
Jesse James
exhume
DNA
genetic testing
culinary arts
chef

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